

# Laney College

## Focused Mid-Term Report

March 15, 2006



Submitted by Laney College

900 Fallon Street, Oakland, CA 94607

to

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

SPRING 2006



COLLEGE OF ALAMEDA LANEY COLLEGE MERRITT COLLEGE VISTA COLLEGE

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**Submitted by Laney College  
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**to**

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Western Association of Schools and Colleges**

**Spring 2006**

**Odell Johnson, President  
Elnora Webb, Ph.D., Vice President, Instruction  
and Accreditation Liaison Officer**

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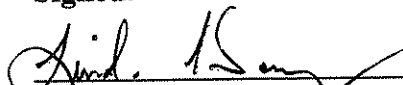
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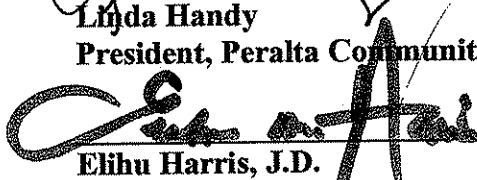
**FROM:** Laney College  
900 Fallon Street  
Oakland, CA 94607

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**Signed:**

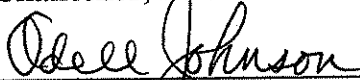
  
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President, Peralta Community College District Board of Trustees



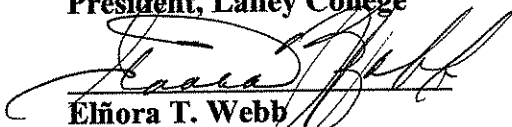
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Chancellor, Peralta Community College District



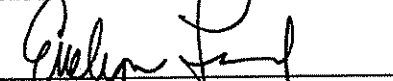
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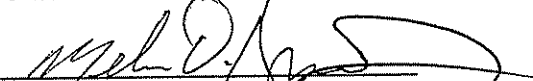
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Wandra Williams, Laney College

Classified Senate President



Melvin Haywood, Laney College

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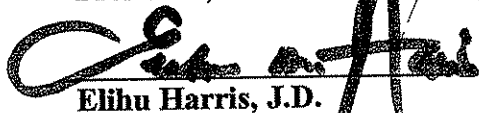
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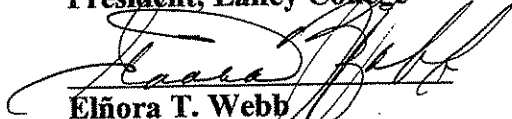
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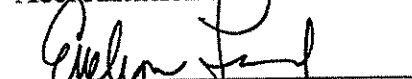
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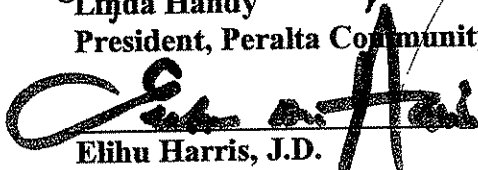
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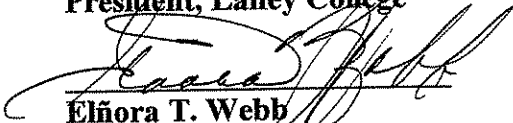
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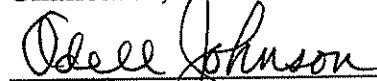
  
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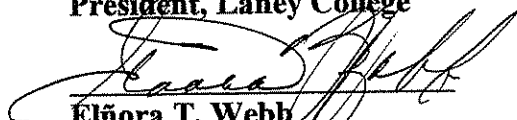
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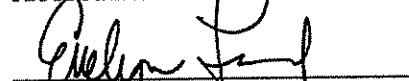
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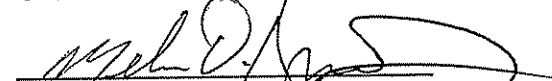
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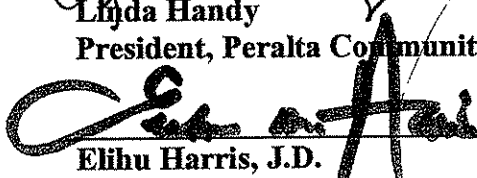
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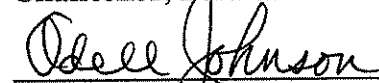
  
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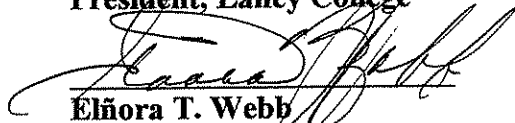
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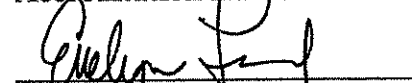
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# **Laney College Focused Mid-Term Report**

## **Focused report in response to team recommendations, Commission action letter and self-identified issues and an update on substantive change proposals**

### **STATEMENT ON REPORT PREPARATION**

#### **College/District Preparation**

On January 31, 2006, the Accrediting Commission for Community and Junior Colleges informed Laney College and the Peralta Community College District that it had “reviewed the progress reports submitted by College of Alameda, Laney College, Merritt College, and Vista Community College as well as the reports of the Progress Report Visiting Teams which visited the colleges and the District on Friday, October 28, 2005.” Further, the Commission acted to accept the reports, remove the warning and required the colleges to submit a focused midterm report by March 15, 2006. The Commission asked the colleges to work with the District to correct the deficiencies noted in two specific recommendations: integrated strategic planning; Board of Trustees’ and administrators roles and responsibilities including the dissemination of the information.

The Focused Mid-Term Report was prepared in the following way: The two focused “District recommendations” appear first in this report, and are followed by the balance of the recommendations from the original team visit in March 2003 including the responses to the other two “District recommendations.” (Those were unfunded liability and hiring of a permanent Chancellor and stability of the District). The subsequent part of Laney’s report is an update on our planning agenda since the 2003 self study (details provided in Attachment A), and the last section of the report discusses substantive changes that shall inform the 2007-2008 Laney College Self-Study.

The preparation of the College/District responses to the District recommendations began with the working material of the teams who had been assembled for the writing of the March 15, 2004, October 15, 2004, and the October 15, 2005 progress reports. That work was updated to include all actions that have occurred through the end of February 2006. The District information for this report was compiled through the Office of Research and Institutional Planning. This office worked with the other District Service Centers in collecting updated responses to the recommendations. The information was shared with the college teams working on those specific recommendations, the District Strategic Planning Steering Committee, and the Chancellor. The report was shared with the Board of Trustees on March 14, 2006 at its regular meeting.

In preparation for the College-specific recommendations, Laney relied on its Educational Master Planning Taskforce and representatives of the shared governance bodies to address recommendation 5 (#3 of the five items to Laney from the Accrediting Commission in its June 30, 2003 letter). The stakeholders provided their responses to the Accreditation Liaison Officer ensuring the completion of this document by March 2006.



## INTRODUCTION

The Laney College leadership—including a diverse array of stakeholders from among the administrators, faculty, classified staff, and students—continue to proactively work with the District leadership and the representatives of the service centers (i.e., Human Resources, General Services, Finance, Information Technology) to ensure sound alignment of efforts within an integrated strategic planning and operational framework.

We are driven by our commitment to the greater East Bay community and the residents of the City of Oakland in particular. We understand our responsibility to facilitate healthier conditions for all. Towards this end, educationally we must meet the social, economic, civic needs of an increasing number of students. Thus, we are re-designing our curriculum, instruction, facilities, technologies, support services, processes and procedures to significantly improve outcomes at all levels of this institution—student, classroom, program, divisional, and College. These actions are fundamental to meeting our charge as an institution of higher education, which chooses to be relevant to its constituents.

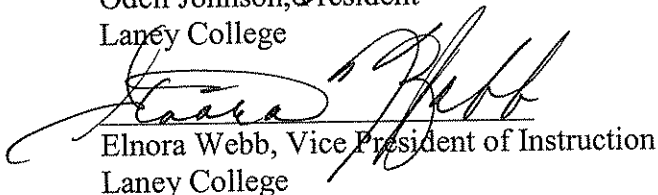
The text of this Report herein reflects sound efforts towards these ends:

Signatures:



Odell Johnson, President  
Laney College

3/7/06  
Date



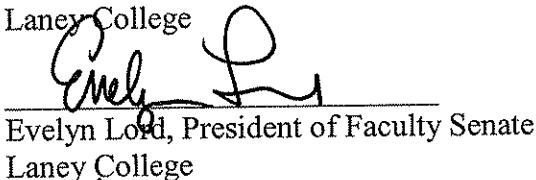
Elnora Webb, Vice President of Instruction  
Laney College

March 7, 2006  
Date



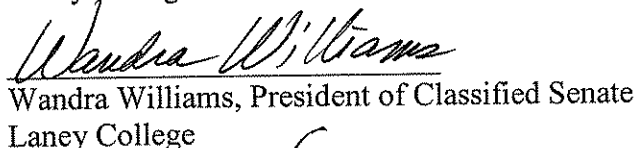
Carlos McLean, Vice President of Student Services  
Laney College

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Date



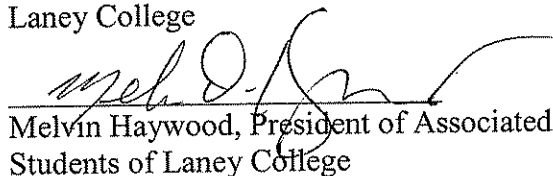
Evelyn Lord, President of Faculty Senate  
Laney College

3/7/2006  
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Wandra Williams, President of Classified Senate  
Laney College

7 MAR 2006  
Date



Melvin Haywood, President of Associated  
Students of Laney College

3/7/06  
Date



## **Focused Mid-Term Report**

### **College of Alameda, Laney College Merritt College, Vista Community College**

#### **Responses to Team Recommendations and Commission Action Letter**

##### **Recommendation #1**

(#4 of the five items to Laney from the Commission in its June 30, 2003 Letter)

**The team recommends that a District-wide plan and an implementation process should be created that is strategic and systematically integrates the educational, financial, physical and human resources of the District. All planning processes should be inclusive of the four colleges and communities served by the District. The plan should include identified institutional outcomes with criteria for evaluation on a periodic basis. It is recommended that the District wide plan integrate the educational master plans and program reviews of the colleges. The Chancellor should ensure that the plan and ongoing planning processes are communicated throughout the District. (Standards 3.B.1, 3.B.3, 3.C.3, 10.C.1, 10, C.6, 1996 Accreditation Standards)**

Peralta Community College District, consisting of College of Alameda, Laney College, Merritt College, and Vista Community College, recognize that having an integrated strategic plan as recommended by the visiting team is critical to the success of our students and the future of our colleges. As such, the Board of Trustees, Chancellor, presidents, faculty members, and staff are all committed to ensuring that this plan is created, widely disseminated, and implemented.

The response that follows incorporates the material presented in the October 15, 2004 and October 15, 2005 Progress Reports and the work that has been done through March 15, 2006.

##### **Progress to Date**

###### ***Background of District-wide Strategic Plan Steering Committee***

In October 2004, the colleges and District responded to this recommendation with a proposed model that involved the Council on Instruction, Planning, and Development (CIPD). In that report, we indicated that the governance body at each college campus would review the model. Subsequently, in November of 2004, the steering group proposed that the colleges consolidate their recommendations through a consultative process to prepare for strategic planning that would begin in the spring of 2005. Through the consultative process it became apparent that the strategic planning process would need to encompass a larger and more representative shared-governance group than the CIPD.

In light of this finding, the Chancellor of the Peralta Community College District in January 2005, called for the establishment of a Strategic Planning Steering Committee comprised of representatives from College of Alameda, Laney College, Merritt College, Vista Community College and staff from the District Office. An "interim" steering committee determined the specific

membership of the official steering committee. This official committee includes 23 voting members and 17 nonvoting ex officio members. The membership represents the desire to have an effective cross section of the colleges representing all constituencies as well as to ensure that the strategic planning of the four colleges, based on educational master plan and program reviews, drives the actions developed from the strategic planning process. Critical to the effectiveness of the committee and the integrative planning process is inclusion of representatives from the various District Office departments.

The initial charge of the steering committee was to:

- 1) Establish a strategic planning process;
- 2) Identify key issues (initiatives) for inclusion in the plan; and
- 3) Ensure that the planning process interfaces well with the four colleges and the individual planning processes at each college.

#### **STRATEGIC PLANNING STEERING COMMITTEE**

The initial interim steering committee, comprised of individuals from the four colleges and the District Office, held their first planning session on January 13, 2005. Dr. Chuen-Rong Chan, Associate Vice Chancellor for research and institutional development, and Alton Jelks, Associate Vice Chancellor and special assistant to the Chancellor, facilitated the initial planning sessions. The group accepted the core charge of reviewing possible scenarios for strategic planning and for determining at what point the District would secure the services of an outside planning consultant/facilitator. The group also undertook the task of reviewing steering committee membership to ensure that it reflected the various constituencies of the colleges and that the appropriate constituencies appoint members to the steering committee (i.e., college administrators, District classified senate, and District academic senate). A shared governance committee creates “buy-in” from the various constituencies, as well as provides a vehicle for communication throughout the District.

From January to May 2005, the steering committee met twice a month to address these and other issues important to the long-term success of the planning process, which included the following:

1. Developing a common mission, vision, and values for the entire District. The individual mission, vision, and values statements from each college were reviewed to identify the common concepts and language that served well to integrate the colleges and the District.
2. Defining the planning process itself, which involved preparing various diagrams to demonstrate how the process would flow and ensure that the process would be a “bottom up” while fully engaging the needs of the colleges.
3. Strategizing on how the decisions made during the planning process would impact the priorities of the processes and procedures of the District Office so that they would enhance and support the educational mission of each College. The priority in planning was to insure that college planning would drive District planning and priorities, bringing the colleges together in a collaborative endeavor to integrated planning that would define the District.



In March 2005, the steering committee and the Chancellor launched a request for proposal for a planning consultant. In June 2005, following Board approval on June 14, the District contracted the firm of Moore, Iacofano, Goltsman Inc., (MIG, Berkeley) to facilitate the planning process. The RFP review process included representatives of the steering committee in concert with the Chancellor. The committee reached consensus on the decision.

The Strategic Plan Steering Committee with the assistance of MIG accomplished the following:

1. A follow-up retreat for the Board of Trustees on June 24 and 25, 2005. (The initial retreat took place November 2004, at which time the Board reviewed their role as a governing Board.) At the June 2005 retreat, the Board addressed overall issues and priorities of the District that provided guidance to the strategic planning process and produced 12 general goals for the District;
2. The strategic plan steering committee continued to meet with MIG facilitating. At the planning session, the committee worked through consensus to reach a priority list of issues that the colleges and District Office needed to address based on the 12 goals set by the Board and added a 13<sup>th</sup> goal, Human Resource Development;
3. Informational and feedback sessions were conducted at each of the four colleges during July/August 2005 to present the general District goals to the leadership team at each College to obtain College responses to these goals and ways in which the District goals also reflected the College goals and vice versa;
4. By late August, the steering committee developed a draft framework and strategic directions for the strategic plan and recombined some of the initial 13 goals into 7 broad District goals;
5. Town Hall planning meetings were scheduled at each of the four colleges in July and August 2005. During these meetings, members of the general College community provided wider input on the issues and priorities they felt necessitated addressing through the planning process in relation to the seven general goals that had emerged from the June retreat with the Board of Trustees and which had been refined; and
6. On September 12, 2005, an initial draft framework and strategic directions for the strategic plan in relation to the seven broad District goals were developed for presentation and discussion with the Board of Trustees on September 27. An updated draft strategic plan framework was presented to the Board of Trustees on October 10. This draft incorporated input from the steering committee provided on September 12.
7. On October 11, 2005, the Board of Trustees approved Peralta's draft strategic plan.
8. On October 19, 2005 flex day, at the direction of the Chancellor, the entire District (faculty, classified staff, administrators and student leaders) was invited to assemble to review progress made to date on integrated strategic planning, and participants had the opportunity to provide input on the draft strategic plan. The day began with presentations in the Laney theatre by the Chancellor and the various constituencies of the District including students and union representatives. The large group broke into smaller groups to review and provide input on the seven strategic directions and the proposed initiatives relative to each. The work from the individual groups was recorded both to be reported out in a closing general session, as well for use to finalize the strategic planning framework.

9. During the months of November and December 2005, prior to the winter holiday break, work was done to finalize the membership of the steering committees, one team for each of seven strategic directions.
10. After the three weeks holiday break and the start up of the spring semester, the steering committee met on January 23, 2006, to review the role and purpose of the planning teams. A special meeting was held with the Chancellor on February 1, 2006, to review with the Chancellor phase 2 of the planning process. A timeline of the implementation process is available in the documents. The co-chairs were identified in January 2006.
11. On February 9, 2006, a three-hour training session for the co-chairs of the seven planning teams was conducted with MIG facilitating. There was a specific charge for the co-chairs to refine the strategic initiatives to avoid duplication, provide greater clarity, as well as to make the initiatives realistic. The co-chairs were further charged with pulling their teams together for a first meeting. MIG will continue to provide expertise in each of the first couple of meetings of the planning teams.
12. On February 14, 2006, the Board of Trustees renewed the contract of MIG to facilitate phase 2 of the planning process. MIG will continue to work with the steering committee, the seven implementation teams, the Board of Trustees in their planning work sessions, assist in the compilation of data for an updated environmental scan report, and assist in the preparation of quarterly and annual reports on the progress of Peralta's strategic planning.
13. The next steering committee meeting will be March 20, 2006, at which time there will be reports from the planning teams.

#### **DISTRICT OFFICE INTEGRATION ACTIVITIES AND STRATEGIC PLANNING TEAMS**

Concurrent to the strategic planning process, a number of activities have been in place which reflects the District's efforts to engage the colleges and to integrate the needs and concerns of each in the planning and decision making process. In many instances existing committees will take on the action planning for one of the seven strategic directions.

1. The Chancellor holds monthly meetings with a variety of groups to seek their input and direction:
  - Group of Advising Faculty (GAF);
  - Chancellor's Policy Advisory Committee (CPAC);
  - President's Council (with College Presidents); and
  - Executive Cabinet (presidents and District Office department heads).

The agenda for all meetings includes the opportunity for participants to share ideas and concerns and to solicit discussion and advice in an open and free-flowing dialogue.

The Chancellor's Policy Advisory Committee will address the strategic direction, "Improving Effectiveness and District-wide Communication, Coordination, and Collaboration." This Committee is comprised of the leadership of the various constituencies and makes it an ideal team to take on the planning for this strategic direction. As a District with four colleges, we felt that our communication, coordination, and collaboration are so critical that the Chancellor himself will be chairing this team.

2. The Chancellor and/or the District Chief Financial Officer convene meetings to ensure integration of ideas and needs throughout the budget process, including the following:
  - Budget Advisory Committee, comprised of representatives from each College;
  - Monthly meetings the District Chief Financial Officer holds with the colleges' business managers; and
  - The Budget Allocation Formula Task Force.

The Budget Allocation Task Force met regularly and set an agenda of recommending a budget allocation formula to appropriate constituencies and to Chancellor by March 1, 2006; instead, this was accomplished as of February 27, 2006. With the forwarding of the recommendation, this committee has completed its charge. The continued work on the budget, resource allocation, and enhancement of resources will be undertaken by the Budget Advisory Committee.

Because the Budget Allocation Task Force and the existing Budget Advisory Committee are shared governance committees and are addressing budget planning, these committees will undertake the full breadth of strategic planning for the strategic direction, "Enhancing Resources and Budget Processes." The President of Merritt College, the Vice President of Instruction at the College of Alameda, and the District Chief Financial Officer will co-chair this committee. One component of the action plan, beyond a budget allocation formula, is to work on a prop 39 bond measure for the June 2006 voter ballot. This bond seeks to address the facilities needs and plans of the four colleges, which are based on college educational planning, for which sufficient funding does not exist. The emphasis of the bond will be building renovation, furniture and equipment for instructional and student services needs. This bond also will be addressed in the strategic directions "Leveraging Information Technology" and "Creating Effective Learning and Working Environments," since the bond results from a collaborative effort. If the bond passes it also will positively impact strategic direction "Enhancing Success and Student Success."

3. The Council on Instruction, Planning, and Development (CIPD) has been in existence for over fifteen years. Each College has a curriculum committee per Education Code and Board Policy Guidelines that is the direct responsibility of the college academic senates. The CIPD with representatives from each College and staff from the District, coordinates the curriculum on a District-wide basis, provides the information to the Board for final adoption and submits paperwork to the State Chancellor's Office. This Committee has the current reputation of being a model District-wide committee that provides leadership and guidance and helps to facilitate College decisions. The Vice Chancellor of Educational Services facilitates this committee.

CIPD has a planning and development emphasis and therefore will provide the foundation for the strategic planning team, "Enhancing Access and Student Success." The planning team also will include membership from the District Matriculation Committee and pertinent college committees (i.e., basic skills committees, learning lab committees, SLO/Assessment committees, etc.). The President of Vista and the District Vice Chancellor of Educational Services will co-chair this committee.

4. The colleges/District, in Spring 2005, established a Peralta Community College District Facilities Advisory Planning Committee. This group functions following the model the Council of Instruction, Planning and Development (CIPD) and represents the College facilities committees and the District Service Center. The facilities advisory group has established their guidelines and purpose as well as areas of responsibility. The Laney College President and the District Executive Director of General Services co-chair this committee, which contains five voting members from each college. The manager and staff from the District facilities department will staff this committee. This committee functions as a coordinating body of all the facilities projects and makes recommendations to the Chancellor for the Trustees Committee on Facilities. The Committee agreed at a meeting held September 20, 2005, that the criteria for projects would be the same criteria used by the State Chancellor's Office and the College's Educational Master Plan.

College representatives from the District facilities advisory planning committee made a detailed presentation to the Board of Trustees at a December 3, 2005 Board retreat. The presentation provided an extensive listing of facilities needs based on the colleges' educational plans. The data from this presentation will provide the necessary information for developing a prop 39 bond measure.

Because of the role and responsibility of the District facilities advisory planning committee, this committee will be responsible for the strategic initiative, "Creating Effective Learning and Working Environments."

5. The District marketing department convenes monthly meetings with the public information officers from each College to develop coordinated marketing efforts, participation in community events, and general community outreach.

This District marketing department group has been expanded to include greater College representation and has been charged with planning for the strategic initiative, "Enhancing Awareness and Visibility." Initial work will focus on heightening awareness and visibility as the prop 39 bond moves forward. This Committee also has been charged with action planning which will address underrepresented communities. This planning team is co-chaired by the Vice President of Instruction at Laney College and the District executive Director of Marketing.

6. The Information Technology department has a steering committee for the implementation of the new PeopleSoft system. This group meets at least twice a month (more often as needed) to help guide the migration to the new system, which will impact all the technology needs of the colleges, including finance, student services, and business management, and so forth. Further, the District has established a "fit-gap" team, comprised of faculty and classified staff, to address the "fit" and the "gaps" in the PeopleSoft student administration system.

The existing steering committee for the PeopleSoft implementation and the "fit gap" team are not broad enough to address all technology needs throughout the District. As a result the strategic planning steering committee formed a new committee/planning team

to provide planning and implementation of the strategic direction, "Leveraging Information Technology." The team is comprised of representatives from the college technology committees and additional faculty who have significant involvement with technology at the colleges. This planning team is co-chaired by the Vice President of Student Services at the College of Alameda and the District Chief Information Officer.

7. The Human Resources (HR) department provides all the necessary support to the colleges and District in a variety of areas: recruitment, selection and performance evaluation of employees; risk management; safety policy; employee relations and employee benefits; safety and police services; and faculty and staff development. The interface between the District human resource department and the colleges has been quite good for the last several years.

The HR department has embarked on a systematic and integrated human resources planning process through the District HR Committee, addressing the strategic direction, "Developing our Human Resources." The co-chairs for planning in this area are the President of the College of Alameda, the acting District Vice Chancellor of Human Resources, and the District Manager of Human Resources. The purpose of the Committee is to address the areas of improvement that the Strategic Steering Committee identified from their town-hall meetings at each of the four colleges.

One of the areas identified by the colleges is the need for training of managers. To implement one component of the strategic plan, the Human Resources Department is coordinating a managers' training program on July 10, 2006 in conjunction with the other five District Service Centers. The Chancellor will open the training with a review of the integrated strategic plan. He will also communicate his priorities for the managers in light of the integrated strategic plan. Each of the directors of the six District Service Centers will speak to how their respective Service Centers assist the four colleges. The District Vice Chancellor for Finance (District Chief Financial Officer) will also provide information regarding the budget allocation model. The presentations by the six Service Centers will be an opportunity to repeat, orally and in writing, the operational responsibilities and functions of the District and those of the colleges.

The training program will then be converted into a Manager's College, which will be conducted every February and July for new managers. Current managers may attend the trainings as a refresher course.

As a method of implementing the strategic plan and setting priorities District-wide, managers are currently evaluated based on the seven strategic directions established in the strategic plan. These evaluations will be concluded by March 15, 2006.

Our strategic plan integrates not only the educational, financial, physical and human resources of the District, but also marketing and information technology as well. They are important to the health and success of the colleges in attracting students and providing them with state of the art technology thereby ensuring successful learning. From the very beginning when we started planning, the process has been inclusive of the four colleges and the communities served by the District. This is evident from the attendance, participation and membership of the various meetings. The plan integrates the educational master plans

and program reviews of the colleges. In order to communicate this plan and ongoing planning processes throughout the District; town-hall meetings were conducted at each College, informational and focus group sessions conducted during flex days, meetings took place with College leadership teams, with a new planning Website under construction. These communications will continue on an on-going basis to ensure that we receive feedback to fine tune the process. The final plan will include institutional and District outcomes and will include criteria to evaluate them. Annual reports will be provided to the steering committee and the Chancellor.

As reported in October 2005, every department of the District Office undertakes a range of integrated activities and a report is available in the documents section. The shift to strategic planning teams for each of the seven strategic directions, for the most part, was built on already existing District-wide committees.

#### **STRATEGIC PLANNING COMMITTEES/TEAMS**

All seven strategic planning committees/teams have been presented above. For each planning team, the goal is to consider a range of issues and options and work toward decisions that are mutually agreeable to the colleges, District Office representatives, as well as the other constituency and professional perspectives and the community. Each team will 1) provide College input to decisions with District wide impact; 2) report recommendations and decisions back to the colleges; 3) develop recommendations for the Chancellor on key issues; and 4) follow up on decisions to assess implementation progress.

These planning teams serve as a venue for deliberation for all key stakeholders within a shared governance context. The committees have short term (2005-2007) and ongoing roles:

- Short-term (2005-2007): Implementing the strategic plan framework in a way that meets the needs of the colleges and the District service centers while addressing the needs of the communities the District serves.
- Ongoing: Serving as the standing bodies for District-wide deliberation for each of the seven strategic directions.

Each planning team will develop an annual schedule of activities for its strategic direction, focusing on milestones in the deliberative process such as College/District outreach, providing recommendations to the Chancellor, reporting back to the colleges, etc. Each planning team will solicit their constituencies' perspectives and report back results. A consensus approach is used to hear all views and arrive at mutually agreeable solutions. These planning teams in time will become a regular part of the District culture and over time will achieve even greater effectiveness.

#### **BOARD OF TRUSTEES AND STRATEGIC PLANNING**

The Board of Trustees embraced the spirit of the recommendation addressing integrated strategic planning and convened three Board planning sessions:

- Mach 4 and 5, 2005;
- June 24 and 25, 2005; and
- July 26, 2005.

At the special retreats, Board members had the opportunity to engage in substantive discussions about the benefits of strategic planning and to express their thoughts about what the District's plan should include. The first planning meeting, which a member of the Board and staff facilitated in March, laid the groundwork for a second planning session in June.

At the June retreat, with MIG facilitating, the Trustees identified 12 strategic planning areas:

1. Integrated strategic plan;
2. Student success;
3. Increase enrollment;
4. Student support services;
5. Fiscal stability and sustainability;
6. Accountability systems;
7. Access;
8. Quality Programs;
9. Physical facilities and infrastructure;
10. Partnerships;
11. Board development; and
12. District image and identity.

(The strategic planning steering committee added a 13<sup>th</sup> strategic planning area, human resource development, which the Board accepted on July 26, 2005.)

Members of the Trustees agreed that *"Tonight's meeting was designed to take a first look in order for the District's service centers to have a set of action plans and priorities that would form the District integrated strategic plan and this would guide future budgeting decisions and priorities."*

The 13 planning areas were presented to the strategic plan steering committee for consideration when developing the District-wide integrated plan.

A suggestion that the District reformulate the original 13 planning directions into seven strategic directions was proposed. In September 2005, the steering committee accepted the seven strategic directions. As previously mentioned, the seven strategic directions are as follows:

- Enhancing access and student success;
- Developing our human resources;
- Creating effective learning and working environments;
- Leveraging information technology;
- Enhancing resources and budget process;
- Enhancing awareness and visibility; and
- Improving the effectiveness of District-wide communication, coordination, and collaboration.

The strategic planning process will continue through 2006 and beyond. During this period, not only will strategic initiatives be continually refined, but also the processes and procedures of the District Office will be adjusted and reshaped to meet more effectively the specific needs of the colleges as the seven planning teams formulate and implement action plans. Furthermore, the steering committee will develop criteria to evaluate progress made on the strategic plan. The budget

process, as one example, has the goal of being as transparent as possible. The Chancellor's Budget Advisory Committee is a major component of this "reshaping" of how the District develops the budget. And, led by the Vice Chancellor for Finance (District Chief Financial Officer), the budget allocation task force,—which is made up of many members who also serve on the budget advisory committee—will continue to refine the budget process on an ongoing basis. (See budget model.)

Overall, the members of the strategic plan steering committee, the Chancellor, and the Board of Trustees have committed themselves to pursuing strategic planning as the foundation of change throughout the District. The core goal of full integration of the activities of the District Office with the needs, missions, and educational plans of each college is well underway. The steering committee and the College constituencies are equally committed to the long-term development and implementation of strategic initiatives and action planning. In addition, ongoing evaluation and assessment are critical to integrated strategic planning.

### **Analysis of Results Achieved to Date**

- As reported on October 15, 2005, approximately 40 meetings occurred concerning strategic planning with the steering committee and/or each college community between January and October 2005. Meetings continue beyond the writing of this report and they were interrupted only by the three-week winter holiday break and the beginning of the Spring 2006 semester.
- The District retained a planning consultant who has the experience and expertise to provide excellent support for the planning process and the Board of Trustees on January 24, 2006 renewed the consultant's contract for an additional 18 months;
- Meetings are planned through December 2006, and the District anticipates that a final strategic plan will be in place by May 2006. Strategic planning is an ongoing process, and as this report is being written. The colleges are implementing their strategic plans and are at different levels in their processes. Further implementation of the District integrated plan will occur in Fall 2006, with ongoing assessment, evaluation, refocusing, and redesigning.
- The District is developing a shared mission, vision, and values statement in conjunction with the four colleges.
- The District has renamed departments of the District Office as "service centers," and they have each identified steps and integrated activities undertaken during 2005 that involved and included the colleges in their work. Existing District-wide committees have been used to create planning teams for the seven strategic directions. The service centers have been paired with the initiatives in the following way:
  - Educational Services with "Enhancing Access and Student Success Educational Services";
  - General Services with "Creating Effective Learning Environments";
  - Finance and Budget "Enhancing Resources and Budget Processes";
  - Human Resources "Developing our Human Resources";
  - Marketing, Public Relations and Communications with "Enhancing Awareness and Visibility"; and
  - Information Technology with "Leveraging Information Technology".
- At least two, and in some cases, three integrated planning meetings occurred at each College;
- The District Office prepared and updated planning binders that include all planning materials, notes, and background information for each member of the steering committee;
- The District integrated process has identified seven initiatives as the core of the strategic plan;



- Planning teams have been formed, the co-chairs have been trained in facilitating those teams, and initial meetings will occur by the end of February with plans to be completed by the end of May for implementation beginning in Fall 2006; and
- The process will include ongoing reports to the Board Standards and Management Committee, which will monitor the progress of strategic planning and implementation, and will schedule regular reports to the full Board of Trustees.

### **College Response**

Laney College leadership agrees with the content above. Most importantly, Laney College benefits from these strategic actions. Collectively, stakeholders and leaders of the colleges and the District have developed a sound foundation for integrative strategic planning which is inclusive and learning-centered. Foremost, these efforts will facilitate the development of a significantly enhanced (and effective) learning environment.

In addition to faculty, staff, and administrators being intimately involved in the District-wide strategic planning process, Laney College continues to implement appropriate phases of its planning processes while considering ways to strengthen it. The strategic planning framework, the program reviews and assessments, and shared governance processes used to address the priorities established are being studied in preparation for a College-wide retreat Spring 2006. Complementing the over 20 college level discussions on planning during 2005, this day long retreat will provide for (1) increased communications about the current state of planning and learning assessment activities, (2) a re-defining and clarifying of our planning priorities and processes while (3) confirming the plan for full-integration of strategic planning with the District and (4) establishing college level learning outcomes and assessment priorities.

### **Documents**

1. Letter from Presidents to Planning Committee February 8, 2005;
2. Planning process;
3. Roster of steering committee;
4. List of planning meetings;
5. Shared mission, vision, and values statements;
6. Reports by department of integrated actions during past year;
7. Diagram of planning process;
8. Minutes of Board of trustee retreats;
9. Strategic initiatives and directions;
10. Minutes from CIPD;
11. Approved curriculum for 2004/05 sent to trustee;
12. Draft of Guidelines for the District Wide Facilities Advisory Committee;
13. Agendas and Minutes from Peralta Community College District Facilities Advisory Planning Committee;
14. Timeline of Strategic Planning Process
15. Laney College planning document, "Access to Excellence" (draft)
16. Laney College mission, vision, and values statement
17. Laney College shared governance structure
18. Laney College Strategic Integrated Planning Framework
19. Peralta Community College District Budget Model

### **Action Plan**

## **Calendar of activities**

The District-wide Strategic Plan Steering Committee (SPSC) has been meeting and will continue to meet once a month to hear reports from the seven implementation teams. The schedule since October 2005 is as follows:

### **Strategic Planning 2005**

#### **OCTOBER**

- Oct 10, 3-5pm District-wide Planning Meeting – Draft Strategic Plan
- Oct 11, Strategic Planning Progress Report to Board for Action
- Oct 19, Professional Development Day (Faculty & Staff) – Strategic Planning
- Oct 24, 3-5pm District-wide Planning Meeting
- Oct 28, Accreditation Team Visit

#### Summary of Activities

SPSC: Two meetings of the Strategic Planning Steering Committee were held. The topics were to finalize the Draft Strategic Plan, to prepare for the October 19 professional development day strategic planning input sessions, and to develop the implementation approach.

College Outreach: The Steering Committee organized and implemented an interactive segment of the October 19, 2005 professional development day on the Draft Strategic Plan. Committee members assisted in facilitating interactive break-out group discussions. The results were used to refine the Strategic Plan process and document.

Plan Document: The Board of Trustees reviewed and approved the Strategic Plan and the proposed implementation Team approach.

#### **NOVEMBER**

- Nov 7, 3-5pm District-wide Planning Meeting
- Nov 14, 1:30pm MIG, Chancellor, AVC Chan
- Nov 21, 3-5pm District-wide Planning Meeting

#### Summary of Activities

SPSC: Two meetings of the Strategic Planning Steering Committee were held. Steering Committee members developed an implementation approach to engage an existing committee and a broad cross-section of District employees in developing detailed implementation strategies. The first meeting developed a methodology for creating the committees, and applied this methodology to the Enhancing Awareness and Visibility strategic direction to develop the implementation team composition. The second meeting used the methodology to develop committee compositions for the remaining six strategic directions. The second meeting also served to conduct debriefing of the accreditation team visits and to discuss the process for linking the budget to the strategic plan. Products included implementation principles, team composition, and implementation roles and responsibilities.

#### **DECEMBER**

- Dec 2, 9am Paul (MIG), Tom, Margaret, Chancellor, AVP Chan
- Dec 5, 3-5pm District-wide Planning Meeting
- Dec 16, 9-10:30 am MIG, College Representatives

#### Summary of Activities

SPSC: The Strategic Planning Coordinating Committee met once. The purpose was to make specific assignments to constituency groups to appoint representatives to the implementation committees. The committee also outlined an approach for conducting the January 11, 2006, Professional Development Day activities related to the strategic plan.

College Outreach: Representatives of the four colleges met with the strategic planning consultant to prepare the Professional Development Day presentation. Each college developed an approach for presenting the strategic planning process and directions during the college segments of the flex day activities.

## Strategic Planning 2006

### JANUARY 2006

Jan 11, College Flex Day – Strategic Planning Presentations

Jan 23, 3-5pm District-wide Planning Meeting

Jan 26, 1-2:30pm A1 Design: VC Haig, AVC Chan, DAS Bielanski, CFO Smith, MIG

#### Summary of Activities

SPSC: The Strategic Planning Coordinating Committee met once in January. The purpose was to assess the status of the implementation team formation process and to finalize the co-chairs of the implementation groups. Each team is co-chaired by a college and a District administrator to ensure balance and to model a collaborative approach to planning.

College Outreach: Each college presented an overview of the Strategic Plan and the implementation approach at the January 11, 2006, flex day.

Implementation Teams: Constituency organizations and existing committees appointed members to the teams.

### FEBRUARY

Feb 1, 3:30-5pm Chancellors, Service Center Directors

Feb 6, 9:30am Alton Jelks, MIG, Chuen; 11am MIG Heyman

Implementation Teams formed

Feb 9, 1-4pm Training of the Implementation Team Co-Chairs

Feb 13, 3-5pm District-wide Planning Meeting

Implementation Team Meetings

#### Summary of Activities

SPSC: The Strategic Planning Coordinating Committee met once. The purpose was to discuss a process for implementing Strategy A1: developing a coordinating educational strategic approach across the four colleges. The committee discussed an approach that would build on: the District and college Strategic Plans; Program Review data; and the colleges Education Master Plans. A timeline was developed to involve college and District educational leadership in the developing a coordinated strategy that would highlight “signature programs” at each college and coordinate and/or re-orient programs of declining community need. The committee discussed how the results of Strategy A1 would be used as inputs to educational master plan updates and potential bond-funded facilities and equipment upgrades.

Implementation Teams: The team compositions were finalized. A facilitation and team process training was conducted for the team co-chairs. Co-chairs met to develop scheduling and other team organizational supports such as note-taking and scheduling.

### MARCH

#### Implementation Team Meetings

Mar 14, 7pm Report to Board

Mar 15, Report to WASC

Mar 17 Brown Bag Series with Trustee Bill Withrow at College of Alameda

Mar 24 Brown Bag Series with Trustee Bill Withrow at Vista College

Mar 31, Apr 4 Brown Bag Series with Trustee Bill Withrow at Laney College, Merritt College

### MARCH - DECEMBER 2006

There will be a brown bag lunch series at each college with trustee Bill Withrow, the chair of Board’s Standards and Management Committee. The purpose of this series is to discuss Board roles and responsibilities with the college community.

Implementation meetings will be conducted by each of the teams. They will then report their status to the District-wide Planning Meetings, 3-5pm, on the following dates: March 20, April 24, May 22, June 19, July 24, August 21, September 25, October 23, November 20, and December 11.

Other planning activities that will be taking place are the Program Strategy Preparation Session with Vice Presidents, deans, faculty, and external people in April, Executive Team Retreat for Collaborative Program Strategy in May 5<sup>th</sup> and 6<sup>th</sup>, Board Retreat in June, and Professional Development Day in August 21<sup>st</sup> and 22<sup>nd</sup>.

## **Recommendation #2a**

(#12 of the five items to Laney from the Commission in its June 30, 2003 Letter)

**The team recommends that the Board of Trustees adhere to its appropriate functions and policy orientation, and rely upon the District Chancellor for recommendations affecting the organization of the District as well as the hiring, retention, and termination of all categories of District and college staff. The team further recommends that the Board of Trustees ensure that the District is continuously led by a Chancellor as its Chief Executive Officer. (Standards 10.A.3, 10.A.4, 10.C.1, 10.C.3, 10.C.5, 1996 Standards of Accreditation)**

### **Progress to Date**

Since 2004, the Board of Trustees has continued to take steps to ensure that the Board clearly understands its governance role. In May 2004, the Vice Chancellor for Human Resources conducted a special closed session in which she defined micro-managing, as it relates to the District, and discussed with the Trustees their role and responsibilities as Board members.

On September 21, 2004, the District held a candidate's night for the eight candidates who were running for the four Board seats. All College Presidents and District service center personnel attended. They presented and discussed with the potential new Trustees what their roles and responsibilities are and what the District/colleges roles are, including the role accreditation has.

In continuation of that effort, on December 7, 2004, Dr. David Viar, then executive director of the Community College League of California, conducted a workshop for the Board of Trustees, which included the four newly elected members. The meeting was open to the public and complied with the Brown Act. All Board members were present. Dr. Viar discussed the District and College decision-making processes. He also specifically addressed Board "micro-managing" and offered best practices on how Board members can assure performance and hold the Chancellor accountable without overstepping their role.

At a special retreat on strategic planning on March 3, 2005, the General Counsel discussed with the Board in closed session their role as well as legal requirements governing the activities of Board members in the context of several pending and potential lawsuits. The Brown Act pamphlet was provided to each Board member for reference.

The Board of Trustees also discussed its role in several Board retreats held in 2005. At the March retreat, the Board discussed strategic planning and the role of the Board in moving planning forward. To that end, the Board discussed the established goals of the Board to ensure they provided clear direction to the college community. At the June 24-25, 2005 session, MIG consultants led the Board through a discussion in which the Board acknowledged that what is needed "is a concrete statement about the way in which the college plans drive the six District Service Centers." The major part of the second day of the retreat focused on "the Board's role and responsibility in strategic planning and leadership of the District by focusing on policy issues and not micromanagement of the District and colleges."

The Board understands its role in establishing broad institutional policies and delegating the responsibility of implementing these policies to the Chancellor. The Board Policy Review Committee separates the Board Policies from Administrative Procedures, so that the Board of Trustees only develops and reviews Board Policies. Administrative Procedures are delegated to the

Chancellor and his staff to develop and revise. Such delegation has already occurred, as evidenced by the Board's approval of several Board Policies in Chapter One of the Board Policy Manual on July 12, 2005. In addition to revisions and development of Board Policies relating to Board meetings and Board Officers, the Policy Review Committee developed, and the Board approved, Board Policy 1.20 which delineates the Board's role in the Chancellor selection and Board Policy 1.21 which dictates the roles and responsibilities of the Board Committees.

The Board has a long-standing process for establishing and reviewing policies. The Board Policy Review Committee meets once every month. Every policy developed goes to the Chancellor's Policy Advisory Committee for review and advice. The Chancellor's Policy Advisory Committee consists of the four College Presidents, representatives from the three labor unions, the District Academic Senate Executive Officers, and the District Classified Senate.

Pursuant to Board Policy 1.21, the Policy Review Committee and the Audit and Finance Committee developed committee charters that were approved by the full Board of Trustees. These charters delineate the role of the Board Committees.

One of the main goals of the Policy Review Committee was to make the Board Policy Manual more accessible to employees at the District. The Board Policy Manual can now be found on the District's Web site, <http://www.peralta.cc.ca.us/legal>.

The Board specifically set up a Chancellor's Evaluation Committee to develop performance standards for the Chancellor and annually evaluates the Chancellor based on those standards.

#### **Analysis of Results Achieved to Date**

1. Previously, the Board of Trustees approved "request to advertise" classified positions during open sessions of Board meetings. Since July 12, 2005, the Board no longer approves advertisement of classified positions. As long as there is a budget in place to fund classified positions, there is no reason for the Board to involve itself in approving such requests. The Board would ensure accountability from the institution through the budgetary process;
2. Previously, the Board of Trustees approved employment of classified employees in closed session and such appointments would thereafter be announced in open session. Since July 12, 2005, the Board no longer approves the employment of classified employees in either open or closed session. The Board has delegated such authorization authority to the Chancellor; and
3. The Board Policy Review Committee is committed to separating the Board policy from administrative procedures so that the Board of Trustees only develops and reviews Board policies. The Board has delegated administrative procedures to the Chancellor and his staff to develop and revise. Such delegation has already occurred as evidenced by the Board's approval of several Board policies in chapter one of the Board Policy Manual on July 12, 2005, as well as other policies on November 15, 2005 and February 14, 2006. In addition to revisions and development of Board policies relating to Board meetings and Board officers, the policy review committee developed and the Board approved Board Policy 1.20, a new policy that delineates the Board's role in the Chancellor selection. On November 15, 2005, the Board approved Board Policy 1.06, Board of Trustees Code of Ethics and Behavior.
4. As part of the strategic planning process, the Board Vice President will hold a series of town-hall style meetings at the four colleges to address the duties and responsibilities of the Board. These meetings will take place on March 17, 24, 31<sup>st</sup> and April 4.

It was the determination of the October, 2005 review team “that the Board of Trustees has made sufficient progress in adhering to its appropriate policy role and in establishing stable leadership in the District Chancellor.”

### **College Response**

Four new Trustees were elected to the Peralta Board in November 2004. The Board discussed the ACCJC recommendations at a December Board orientation conducted by David Viar and at March and June Board retreats.

Board members remain supportive of Laney College as evidenced by their approval of the College’s strategic planning framework, educational and facilities master planning priorities, and active engagement with stakeholders at the College via presentations and discussion sessions at meetings of the Faculty Senate and participation in a range of educational activities at the College.

### **Documents**

- Goals of the policy review committee 2005;
- Board meeting agenda; timed agenda; Board meeting minutes; and handout from Dr. Viar;
- The Brown Act pamphlet;
- Last Board meeting agenda with “Request to Advertise”; first Board meeting agenda without “Request to Advertise”; and meeting minutes;
- Last Board meeting agenda with “Employment”; first Board meeting agenda without “Employment” in closed session; and meeting minutes;
- July 12, 2005 Board meeting agenda; July 12, 2005 Board meeting minutes; July 12, 2005 Board meeting materials; and Board Policy 1.20 (Chancellor Selection); November 15, 2005 Board meeting agenda; February 14, 2006 Board meeting agenda; Board Policy 1.06 (Board Code of Ethics and Behavior); and
- November 21, 2005 accreditation report from the chair of the visiting team.

### **Recommendation #2b**

**Finally, the team recommends that the Board of Trustees clearly identify and widely disseminate the roles and responsibilities assigned to the District administration and those assigned to the college administration so that the appropriate responsibility and authority are specified and related accountability standards are established. (Standards 10.A.3, 10.A.4, 10.C.1, 10.C.3, 10.C.5, 1996 Accreditation Standards)**

### **Progress to Date**

Following are descriptions of the roles and responsibilities assigned to the Board of Trustees and the District Administrative Offices. Also included are the roles and responsibilities of the College President, the Vice President of Instruction and the Vice President of Student Services. This is followed by brief analyses from the College as to its role and responsibilities.

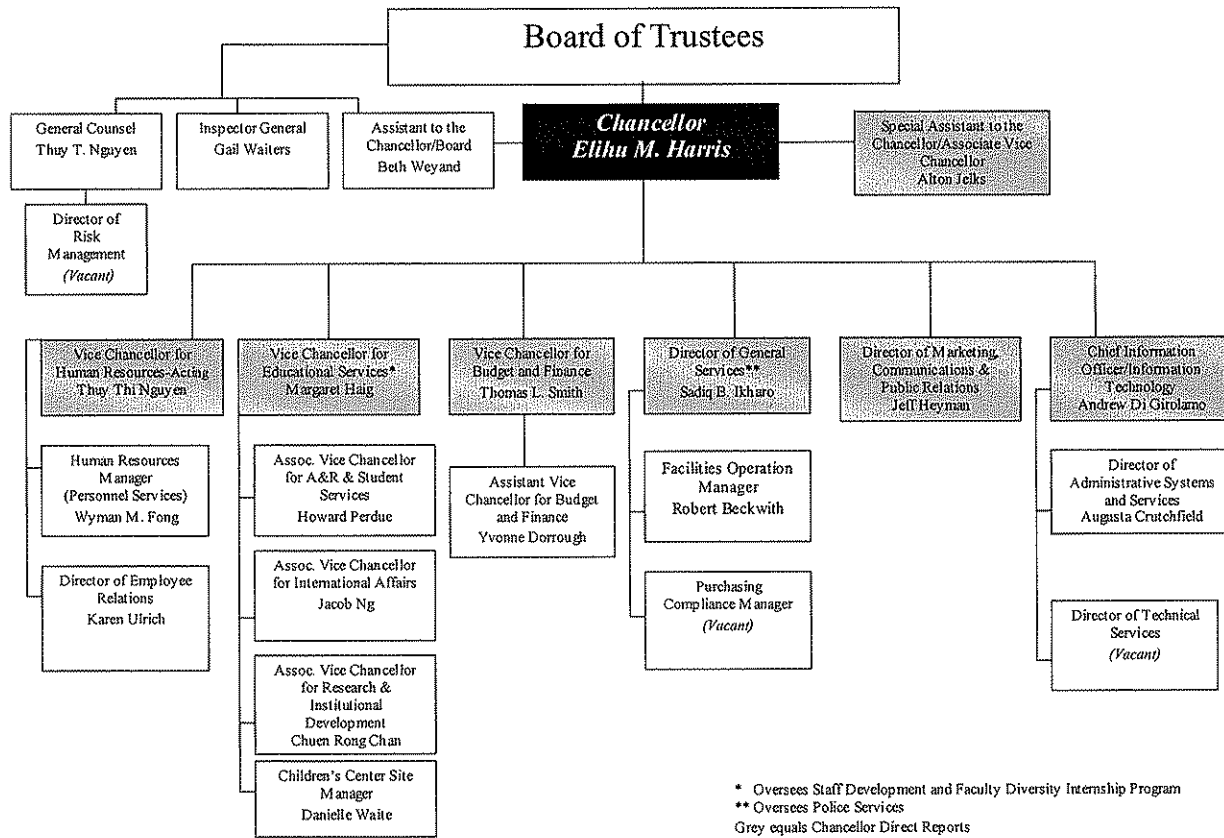
### **Board of Trustees**

#### **Description:**

Peralta has a seven-member Board with Trustees elected from specific Districts within the six-city area. The six cities are: Albany, Berkeley, Emeryville, Oakland, Piedmont, and Alameda. The roles and responsibilities of the Board of Trustees, per *Board Policy 1.05 – Duties and Responsibilities*

of the Board of Trustees, are to: appoint a Chancellor as the District's Chief Executive Officer; establish the District's educational priorities (see *Board Policies 5.02 – 5.63 - Educational Services*); establish policies for short and long-range planning; establish academic standards and policies for probation, dismissal, re-admission, graduation, student fees, and student conduct; establish policies for employment (*Board Policies 3.03 - 3.91- Personnel*), assignment, salaries and benefits for all personnel; determine operational (*Board Policies 6.02 – 6.86 Business Services*) and capital outlay budgets; determine the need for tax levies and bond measures; establish policies for administering gifts, grants, and scholarships; ensure District properties are managed efficiently; monitor the use of public resources; and address the needs and concerns of students, staff and the community.

**District Office Management Organization Chart**  
7-Feb-06



**Status:**

The Board has policies in place relating to the educational priorities of the District. This includes policies for short and long-range planning, academic standards, probation, dismissal, re-admission, student fees, graduation, student conduct, and other policy issues relating to the educational integrity of the District. The Board understands its role as a policy maker for the District.

With the election of four new Board members in November 2004, the new Board has continuously addressed its policy role and its fiduciary responsibilities and that the Chancellor is the Chief Executive Officer and reports to them on implementation of Board policies and status of District finances.

### **College Response**

The newly constituted Board functions as a policy-making body reliant on the Chancellor as the Chief Executive Officer. The Colleges operate using shared governance. Leaders of constituency groups are representatives who serve on college-wide and District-wide committees where policies are recommended and acted upon. Contact with the Board comes primarily through the Chancellor, whose administrative interaction with Laney College is primarily through the College President. The Laney College Faculty Senate President, by virtue of her membership in the Chancellor's Group of Advisory Faculty (GAF) meetings and the Chancellor's Policy Advisory Committee (CPAC), is also able to voice faculty concerns directly to the Chancellor. Other key representatives of the faculty, administration, and classified staff attend particular Board committee meetings. The focus of these meetings has shifted to a policy emphasis with full realization that the Chancellor will provide the follow through. The Board has provided a regularly scheduled time on the agenda for the College Student Body Presidents to speak, and Laney's Student Body President makes a monthly presentation to the Board as a way of updating Board members on the activities and concerns of Laney students.

### **Chancellor & the Chancellor's Office**

**Description:** The roles and responsibilities of the Chancellor are to: direct the operation and administration of the District in conformity with Board policies; formulate and recommend District policies to the Board; implement Board policies; serve as secretary to the Board, attend all meetings of the Board; prepare and submit to the Board the annual budget for the District; control and administer the budget; recommend organizational structure of the District; maintain continuous review of educational programs with College Presidents and recommend changes that will improve quality of the programs offered; provide leadership to the four colleges and the executive cabinet; establish accurate and complete record systems for all funds, student attendance, and inventories of equipments; represent the District at presidents'/principals' meetings of colleges, universities, and high schools; establish and maintain programs for recruitment, selection, development, and retention of competent personnel; maintain an active program of research as it relates to the development of educational programs; build partnerships with businesses, industries and community-based organizations; meet with governmental and legislative leaders; make decisions on the development and implementation of capital projects; and provide strong leadership to the District administrative staff.

Based upon Board policy, the role of the District Office is coordination among and the provision of support services to the four separately accredited colleges.

**Status:** A permanent Chancellor, Elihu Harris, was hired by the Board of Trustees on April 28, 2004. The District operations are under his direction. Board Presidents since November 2004 have worked with the Chancellor to maintain his role as Chief Executive Officer for the District and to avoid Board micro-managing.



### **College Response**

The Chancellor and his office interacts with Laney College primarily through the College President and through the President's activities with the Chancellor. When decisions are made by the Chancellor that affect Laney, the President shares those, as appropriate, with the College community through shared governance meetings and other communication methods on campus.

### **District-wide Strategic Planning Steering Committee**

**Description:** As reported in the October 15, 2005 Progress Report to ACCJC it "the Chancellor of the Peralta Community College District in January 2005, called for the establishment of a Strategic Plan Steering Committee comprised of representatives from College of Alameda, Laney College, Merritt College, and Vista Community College and of staff from the District Office" service centers. This official Committee includes 23 voting members and 17 nonvoting ex officio members. The representation reflects the desire to have an effective cross section of the colleges representing all constituencies as well as to ensure that the needs of the four colleges drive the actions developed from the planning process. Critical to the effectiveness of the Committee and the integrative planning process is inclusion of representatives from the various District Office departments. This Chancellor-appointed committee has the role and responsibility of coordinating the District-wide strategic planning and will meet monthly to monitor the planning process and implementation, as well as provide evaluation.

**Status:** This Committee will continue to meet regularly and to follow through on the District-wide commitment to integrated strategic planning. This Committee established the seven strategic action planning teams and assured that not only was there adequate District and College representation, all constituencies and areas were also included. As noted, this Committee reports to the Chancellor.

### **College Response**

This Committee marks a cultural change in the Peralta Community College District. While some might interpret the work of this Committee as being too slow, within the District, the realization is that this committee has moved the District forward in a new direction of operation. The work to date has facilitated better District-wide communication and better prioritization of goals and objectives. Ultimately, this work is culminating in District-wide action planning under the seven identified strategic directions.

### **College President and Office of the President**

**Description:** The College President reports directly to the Chancellor. The College President provides the necessary leadership to ensure that the college embodies its stated mission, vision and values and in so doing meets the need of the community. The President is responsible for building a dynamic, productive administrative team and effectively delegating responsibilities and requiring appropriate accountability. The President is responsible for the ongoing strategic/master planning, implementation, and evaluation processes for the college. The President builds strong partnerships with the District Office, business, industry, community organizations, local governments, and four year institutions. The President works in a shared-governance manner building a sense of trust and community that promotes appreciation of all segments of the internal college community. In short, a College

President must be a team-builder, skillful manager, accessible and action-oriented leader, effective communicator, and a self-assured individual.

While the College Presidents can meet one-on-one with the Chancellor at any time, they have formal meetings monthly with the Chancellor as the Presidents' Council and as part of other executive teams. Strategic meetings occurred monthly in the District Executive Cabinet meeting, where the Presidents and the Chancellor are joined by the District service center managers. The College Presidents also are part of the Chancellor's Policy Advisory Committee (CPAC), which meets monthly and recommends policy changes to the Board of Trustees. In addition, the College Presidents are actively involved as members/leaders of the District-wide strategic planning steering committees, as they serve as co-chairs on the District-wide planning implementation teams. The ultimate responsibility for strategic planning, implementation and evaluation resides with the Chancellor and the College Presidents. The ultimate responsibility for college strategic planning, implementation and evaluation resides with the President.

**Status:** The Chancellor uses the District Executive Cabinet and Presidents' Council meetings to disseminate information among and collect ideas from the College Presidents. The duties of the Presidents have expanded with the decentralization of a number of responsibilities formerly handled by the Senior Vice Chancellor for Educational Services. The College Presidents, under the direction of the Chancellor, will take a lead role in the finalization of a District-wide strategic plan as well as its implementation and evaluation.

### **College Response**

The Laney College community continues to view the role of the President as vital to the accomplishment of specific goals to ensure that the vision and mission of Laney College are actualized. In large part due to his high value, the President shares effective relations with his supervisor, the Chancellor, the Board of Trustees, among his Presidential colleagues and District service center managers. Using his reverent power, the College President influences priorities at the College and District levels and within a myriad of community forums. Led by the College President, well-communicated formal and informal governance and operational structures of the College facilitate sound administrative and educational leadership among key stakeholders while also ensuring that working conditions are conducive to teaching and learning. These structures include regularly scheduled meetings of executive and college councils and with constituent group leaders (i.e., Faculty Senate, Classified Senate, and Associated Students of Laney College).

The Chancellor meets with the President yearly to set goals and provide yearly evaluation. Presidents, as well as all District managers, are being evaluated through the use of the seven strategic initiatives to accent the critical importance of the strategic directions (previously identified). The entire college community has the right to evaluate the President and to address the President's skill in addressing the strategic direction of the college. (See the Laney College organizational chart on page 26 for reporting relationships.)

## College Vice Presidents

### Vice President of Instruction

**Description:** The Vice President of Instruction is responsible to the President of the College for providing leadership, direction, general supervision and evaluation of the total instructional program. The Vice President functions as a senior administrator and works closely with the President, Vice President of Student Services, and the Business and Administrative Services Manager. The four division deans (and teams of support staff) report directly to the Vice President. Regularly scheduled meetings are conducted with the deans to plan, implement, and evaluate the instructional programs. While department chairs and instructional faculty report to their respective deans, they maintain (and frequently use their) direct access to the Vice President of Instruction.

**Status:** Laney College's Vice President of Instruction was initially hired as a Division Dean of Instruction for Humanities, Language Arts, and Social Sciences. Through an official selection process was promoted to Acting Vice President of Instruction effective after the departure of the permanent Vice President. Valued by College constituents because of her leadership facilitating college-wide initiatives, the Vice President joins the College President in using a collaborative, team-oriented educational leadership style. Also a key representative of the District-wide strategic planning steering committee, the Vice President is responsible for strategic planning at the college. Per her commitment, she joins the District executive director of marketing, public relations and communications to co-chair the "Enhancing Awareness and Visibility" strategic planning committee of the District-wide integrated strategic planning process while also maintaining her role on the District Budget Allocation Committee and the District Budget Advisory Committee.

The job description for this position was widely disseminated when this position was posted in 2001-2002 and 2006. Yearly, the Vice President is formally evaluated by the President in consultation with the college community. This year the Vice President will set new goals that address the strategic initiatives of the College and District, which are aligned with the new Accreditation Standards.

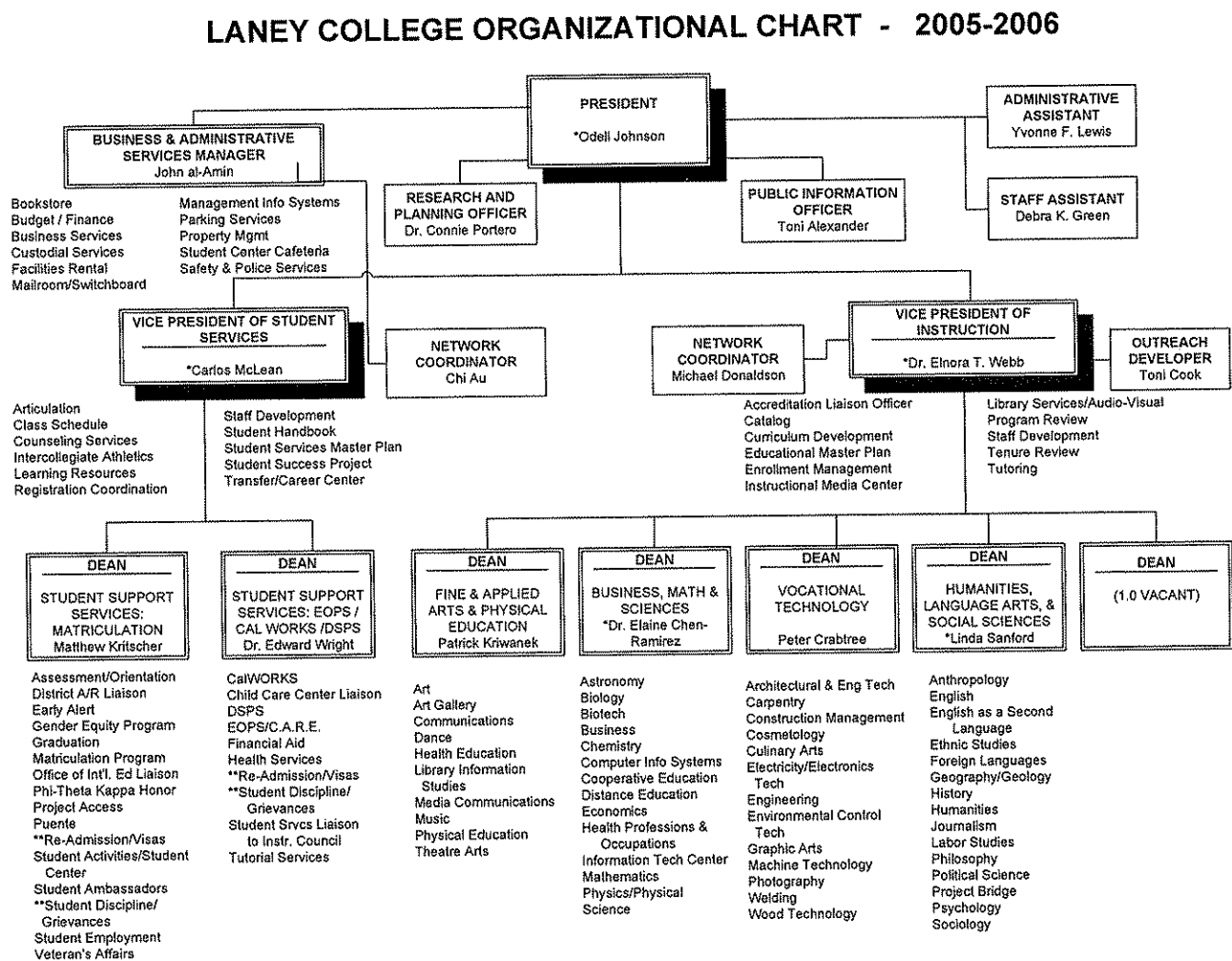
### Vice President of Student Services

**Description:** The Vice President of Student Services is responsible to the President of the College for providing leadership in planning, developing, coordinating, and evaluating the College's student services programs; functions as a senior administrator and works closely with the President, Vice President of Instruction, and the Business and Administrative Services Manager. The Dean of Student Support Services (primarily responsible for EOPS, financial aid, student support services, and other duties as assigned) and the Dean of Student Services for Matriculation, non-instructional faculty (i.e., counselors), and support staff report to the Vice President.

**Status:** Laney's Vice President of Student Services has been instrumental in increasing the visibility of the College in the community through numerous community outreach activities. He meets regularly with student services staff. He is currently working on the College Student Equity Plan and will place emphasis on developing ways to

better serve underrepresented students. The Vice President of Student Services is an active member on the District-wide Integrated Strategic Planning Steering Committee, as well as a variety of District-wide committees that address student services and the needs at the four colleges. Yearly, the Vice President is formally evaluated by the President in consultation with the college community. This year the Vice President will set goals that address the strategic initiatives of the College and District, which are aligned with the new accreditation standards.

Figure 1. Laney College Organizational Chart



### *Educational Services Service Center & Vice Chancellor for Educational Services*

**Description:** The roles and responsibilities of the Educational Services Division are to: provide leadership and assist colleges in providing high quality postsecondary education through curriculum development and program review; maintain and recommend changes in academic and student policies; provide high quality enrollment management services; provide process for tenure review and faculty evaluation; perform long-range planning for the District's educational programs and services; provide research on demographics, educational, occupational and economic development trends to determine needs for institutional planning and change; coordinate all grants, contracts and special projects; assure that degree and certificate programs adequately prepare students to compete in a global market economy and transfer to four-year universities; maintain relations with schools and universities to encourage student access to education; provide leadership in student services programs; provide leadership for international affairs and international students programs; and oversee all admissions and records operations.

**Status:** A new District Vice Chancellor of Educational Services was hired at the beginning of the 2005-2006 academic year. The Vice Chancellor comes with years of experience in higher education administration which has made her a good fit for the position. She is collaborative in style and attentive to the roles and responsibilities of the colleges, approaching her position as a coordinator of activities which have District-wide implications. One of the first major areas she has been charged with reviewing and upgrading is the international students program, which crosses all four colleges. She has been actively involved in the District-wide strategic planning process. Per her role as District Vice Chancellor of Educational Services, as well as her interest, she, with the Vista College President, will co-chair the "Enhancing Access and Student Success Committee," and will assist in facilitating the development of actions for implementation of strategic initiatives in this area, as well as implementation and evaluation of the initiatives.

#### *Tenure Review*

**Description:** The staff assistants in the Educational Services Division are currently responsible for processing all the student evaluations of all tenure track faculty, part-time faculty, and tenured faculty. The executive assistant to the Vice Chancellor for Educational Services controls the flow and handles information for all the tenure review committees. The District Vice Chancellor of Educational Services holds monthly meetings with the four college tenure review facilitators. There are two orientation sessions each fall and each spring. These include all the college tenure facilitators, the faculty union, the District Academic Senate (DAS), and Educational Services Division personnel. One of the important areas that require oversight from the Presidents and Vice Presidents is the checking for consistency in the interpretation of the contract language as to the tenure track process.

**Status:** The tenure review process has been in place for approximately 15 years. The Vice Chancellor provides a forum for regular connection of the four college tenure review facilitators and a way to address issues and concerns that are District-wide.

### **College Response**

The College performs tenure review following District guidelines, using tenured faculty and administrators to serve on committees. Laney's activities are facilitated by an on-site tenure review facilitator. Files are kept in a locked cabinet in the office of the Vice President of Instruction. Recommendations by the individual committees are made to the Vice President of Instruction. She then discusses them with the President for further action. The President makes final recommendations to the Chancellor, and the Chancellor makes recommendations to the Board.

### ***Program Review***

**Description:** Peralta has a common course numbering system. Therefore, program review by discipline occurs simultaneously at the four colleges. The current schedule for program review has been built out for five years to coincide with the accreditation cycle, with the sixth year devoted to preparation of the self-study. Currently, the District Vice Chancellor of Educational Services has created a subcommittee of the Council on Instruction, Planning and Development (CIPD) to do a thorough review of the program review format, schedule, and the role of the College versus the role of the District. With program review being the foundation for educational planning at the colleges, the District will provide support services to the colleges giving the colleges more latitude in the process. Data information is provided by the Office of Research and Institutional Development. Each semester, the Office of Research and Institutional Development staff members hold training sessions with the data and the guidelines. The current guidelines for the academic, vocational and student services programs are under review to bring program review in alignment with the new accreditation standards. If a vocational program is reviewed by an outside agency, the college program review builds on that.

**Status:** The four Vice Presidents of Instruction, working with the Vice Chancellor for Educational Services, verify the disciplines for which program reviews will be done each year. A master list for the next five years is available and must be updated annually. Student services program review area guidelines must be done for each semester/year and will be coordinated by the four Vice Presidents of Student Services working with the Vice Chancellor for Educational Services.

### **College Response**

Program reviews are written by faculty in the relevant departments, with assistance from the division dean. Documents then go to the Vice President of Instruction and the President for final recommendations. Summary results of these program reviews are presented to the Curriculum Committee once finished. Information from this process is used in educational planning which then drives decisions regarding instructional equipment, instructional supplies, and faculty hiring requests.

### ***Accreditation***

**Description:** The colleges are responsible for responding to the specific recommendations pertaining to them and will coordinate responses with each other regarding the two specific recommendations identified in the January 31, 2006 ACCJC letter and the other District recommendations identified in the comprehensive team visit of March 2003. The District and colleges are working in tandem to address District-wide strategic planning. Action plans under the seven strategic initiatives will be jointly developed by the colleges and the District service centers wherein the District service centers will support the colleges in their strategic efforts which are the basis for District planning.

**Status:** The Board committed itself and the District to focusing on the two recommendations specified in the ACCJC January 31, 2006 letter. That commitment is demonstrated in the Board's continuous actions to address its role as a policy making body with fiduciary responsibilities and holding the Chancellor responsible for running the District and the College Presidents for running the colleges. That commitment is demonstrated in the Board's continuous interest in the progress of District-wide strategic planning through regular updates at Board meetings. Further, the Board has authorized the District to use the services of MIG to see the plan through to implementation and ongoing evaluation.

### **College Response**

Since Spring 2003, Laney has prepared a comprehensive Self Study Report, two progress reports and a focused mid-term report. Laney continues to take serious its accreditation and the inherent responsibilities. The related issues are woven into everyday college life—especially planning, budget transparency, health and safety, as well as active involvement in District-wide strategic planning steering committee meetings and implementation team meetings—and integral to our common currency, excellence in teaching and learning. The Laney community works to make the College a centerpiece of signature initiatives within the greater community. Successes in our endeavors require on-going strengthening of all efforts across the District aligned with explicit outcomes grounded by valid and reliable assessment practices.

### ***Council on Instruction, Planning, and Development (CIPD)***

**Description:** CIPD continues to be a relevant shared governance group especially since (1) 40% of Peralta students take courses at more than one college in a semester, (2) there is a common course numbering system, and (3) an accreditation recommendation addresses District-wide planning. CIPD functions as a District-wide curriculum council where all colleges agree regarding what is being proposed before curriculum and program changes go to the Board and to the State Chancellor's Office for final approval. CIPD meets eight times a year to review the work of the four college curriculum committees. An Educational Support Services Analyst at the District Office is responsible for maintaining the course database, the *Program and Course Approval Manual*, and course reporting requirements required by the State Chancellor's Office. She also prepares information for the Board. CIPD membership includes faculty members appointed by the college faculty senates, articulation officers from each College, curriculum chairs from each College, and two administrators from each college (one is usually the Vice President of instruction.) There are also *ad hoc* members, including at least one Vice President

of Student Services and the District Academic Senate President. This group is involved in District-wide strategic planning with a specific focus on the strategic initiative: "Enhancing Access and Student Success".

**Status:** The District Vice Chancellor of Educational Services is responsible for chairing and coordinating the work of CIPD.

### **College Response**

As a shared governance committee of Laney's Faculty Senate, the Laney Curriculum Committee reviews course and program proposals and changes during its semi-weekly meetings during the fall and spring semesters. This Committee also hears and discusses program reviews. Actions of the Laney Curriculum Committee go to CIPD for review before approval by the Board of Trustees. As part of ensuing greater knowledge of its role and responsibilities, the Committee has conducted several training sessions for the instructional and student services deans and the faculty. In addition, the Committee members expect to post the Laney Curriculum Handbook on the College Web site and provide a Faculty Handbook supplement.

### ***District Faculty and Staff Development Officer & Office of Staff Development***

**Description:** The Staff Development Officer is a faculty assignment as part of the Peralta Federation of Teacher's contract selected annually to work with the staff development committees of the colleges. Funded annually by allocation of money (as part of the PFT contract) that is directly controlled by the individual college staff development committees, these committees meet on schedules determined by those committees to support professional development among staff. There is also a yearly budget line item in the Educational Services Division budget to fund flex day activities that occur District-wide.

**Status:** The District Staff Development Officer reports to the District Vice Chancellor of Educational Services. The District Staff Development Officer works with the four college staff development officers in order to coordinate the District staff development activities.

### **College Response**

Laney has a staff development committee composed of several faculty members, one of whom is the elected chair, several classified staff, and two managers. This committee meets monthly to consider requests for funds, make staff-development policy, and plan special events in cooperation with counterparts at other colleges and with the coordinator at the District level.

### ***Workforce and Economic Development***

**Description:** Workforce, economic development and tech prep are under the purview of the District Vice Chancellor of Educational Services.

The college VTEA reports are coordinated on a District-wide basis. A staff assistant at the District is responsible for fiscal monitoring and reporting for such categorical projects, including coordinating submittal of the four college plans to Sacramento.

**Status:** The hiring of a District manager for workforce and economic development is under discussion.



### ***Admissions, Records, and Student Services***

**Description:** The Admissions and Records function is managed by the Associate Vice Chancellor for enrollment and student services, with staff members located at each College, and nine staff members at the District Office. Student Services functions at each of the Colleges are led by a Vice President and a number of deans.

**Status:** With the transition in technology from the current legacy system to PeopleSoft over the next few years, this centralized District Office function will continue to change and improve. Currently, the student administration system has a scheduled “go live” date of November 2006 to be fully active for Spring 2007.

### **College Response**

Laney has four staff members in its Admissions and Records Office. They are assigned by the District and report to the Associate Vice Chancellor for enrollment and student services. Students are able to order transcripts and register for classes at any of the four colleges, through the District Admissions and Records Office, online, or by telephone. The Associate Vice Chancellor for enrollment and student services will serve on two strategic planning teams, one to address the strategic direction, “Enhancing Access and Student Success,” and the other to address “Leveraging Information Technology.”

All student services are directed by the Vice President of student services (VPSS)—who reports to the College President—and supported by two deans of student services who report to the VPSS, with the exception of Admissions and Records personnel. For a listing of all student services refer to the catalog and student handbook.

### ***Research and Institutional Development***

**Description:** This area is currently staffed by an Associate Vice Chancellor, a support services analyst, a research data specialist in assessment, and a research data specialist in matriculation. There is also a categorically funded staff assistant and a staff services specialist who are funded with a combination of VTEA and general funds.

**Status:** This unit reports to the Vice Chancellor for Educational Services. Responsibility for all educational grants, contracts, and the monitoring of all categorically funded and specially funded monies falls to this group. This office will take the lead in providing all necessary data required by the seven strategic planning teams.

### **College Response**

Laney coordinates its research through the District as well as conducts its own through using District databases and college databases.

### **Diversity Internship**

**Description:** The Diversity Internship Program promotes the development of diverse faculty through internships at the colleges. The function is staffed by a reassigned faculty member who serves as the coordinator for the four colleges. She reports to the District Vice Chancellor of Educational Services.

**Status:** This program allows masters' degree candidates who have completed more than half their coursework, to work as an interim with a master teacher. This opportunity allows the interns to determine interest, experience community college teaching, and add to their resumes, as it brings diversity into Peralta's teaching pool.

### **College Response**

Laney's administration and faculty are supportive of this program, and the faculty have sponsored interns for as long as the program has been in existence. Laney currently has interns in several departments. Their hiring is coordinated through the Diversity Intern Coordinator, the Office of Human Resources, and the appropriate division dean.

### **International Educational Services**

**Description:** The District Office of International Education is charged with the recruitment of international students. The office coordinates the enrollment of international students at the four colleges and advises and counsels on academic matters, acts as a liaison to the U.S. Immigration and Naturalization Service (INS), and assist with immigration and visa issues.

**Status:** The Associate Vice Chancellor reports to the Vice Chancellor for Educational Services. The program, at the direction of the Board, is undergoing review for the purpose of strengthening and updating its services. A comprehensive report was presented at a Board of Trustees' meeting on February 14, 2006.

### **Human Resources Service Center**

**Description:** The roles and responsibilities of the Human Resources Division are to 1) plan, organize, and administer a comprehensive human resources management program for the District; 2) coordinate and execute policies, methods and procedures pertaining to employee recruitment, selection and performance evaluation; 3) assess professional development needs, classification, and compensation; 4) coordinate all activities of risk management, assisting Colleges in providing a safe and healthful educational environment for students, and a safe and healthful working environment for employees, protecting the District against the financial consequences of catastrophic losses and reducing the District's cost of risk; 5) provide health and safety guidelines; 6) develop a District safety policy, safety manual, and loss procedure manual; 7) coordinate employee relations and employee benefits programs; 8) coordinate and provide information regarding affirmative action issues; 9) provide safety and police services; and 10) ensure equal opportunity in employment, programs, activities and educational environments.

**Status:** The Chancellor works with Human Resources (HR) to maintain stability in administrative hires at the District Office and with the College Presidents to maintain stability in college administrators and other key personnel. District human resources personnel have been instrumental in expediting the hiring process and handling personnel transactions. Working within the context of the various labor contracts, the District personnel office ensures that procedures are followed to allow for fair employment of qualified personnel.

There is an integrated strategic planning team, comprised of District HR personnel and College representatives, which will address and form an action plan for, "Developing Our Human Resources." This planning team will create even greater support to the Colleges from HR, as well as greater coordination between HR and the Colleges. The co-chairs for planning in this area are the Vice Chancellor of Human Resources, the manager of Human Resources, and the President of the College of Alameda. The purpose of the Committee is to address the areas of improvement that the Strategic Steering Committee identified from their town-hall meetings at each of the four colleges.

One of the HR areas identified by the Colleges is the need for training of managers. To implement one component of the Strategic Plan, the Human Resources Department is coordinating a managers' training program on July 10, 2006 in conjunction with the other five District Service Centers. The Chancellor will open the training with a review of the integrated strategic plan. He will also communicate his priorities for the managers in light of the integrated strategic plan. Each of the directors of the six District Service Centers will speak to how their respective Service Centers assist the four colleges. The District Vice Chancellor for Finance (District Chief Financial Officer) will also provide information regarding the budget allocation model. The presentations by the six service centers will be an opportunity to repeat, orally and in writing, the operational responsibilities and functions of the District and those of the Colleges. The training program will then be converted into a Managers' College, which will be conducted every February and July for new managers. Current managers may attend the trainings as a refresher course. As assessment and a method of implementing the strategic plan and setting priorities District-wide, managers are currently evaluated based on the seven strategic directions established in the Strategic Plan. These evaluations will be concluded by March 15, 2006.

### **College Response**

Greater investment of human resources in Laney is critical. Laney has a 10-plus year history of under-staffing conditions at all levels and within administration, faculty, and classified staff. As relief is provided through approval of new positions for hire, Human Resources has ratcheted up its efforts by providing efficient approval procedures and advertising, recruiting and document handling services. The College has also benefited from other Human Resources services including training and advising regarding contractual requirements.

### **Information Technology Service Center**

**Description:** The roles and responsibilities of the Information Technology Division are to 1) develop short- and long-term strategies to deliver services to meet defined user needs; 2) evaluate technical trends and select directions to effectively meet long-term information needs of users; 3) plan long-term hardware and software acquisitions; 4) plan the acquisition of information and office automation systems; 5) stay current on innovations, changes, trends, and directions in the industry; 6) disseminate pertinent information to staff; 7) identify and reduce system obsolescence; 8) coordinate migrations for minimum disruption to end-users; 9) direct general day-to-day operations, including problem resolutions, staff administration, systems implementation, staff and user training, hardware and proprietary software selection, acquisition, and installation; 10) plan, coordinate, and monitor communications with current and potential users to define needs in user

training, systems, and software; 11) evaluate legislative activities and integrate information relevant to information systems; and 12) select, train, delegate responsibility to, and evaluate staff.

**Status:** The Chief Information Officer was hired June 2004 to assume responsibility for all matters related to technology. At the August 31, 2004 meeting, the Board voted to allow the District to begin negotiating with PeopleSoft, Inc., for an integrated administrative software system which was purchased. The financial and human resources components are currently being utilized.

One of the District-wide integrated strategic planning directions focuses on technology: “Leveraging Information Technology.” The Chief Information Officer, IT staff, the Associate Vice Chancellor of enrollment and student services will work with various College appointees to address an action plan for this initiative. With the formulation of the Strategic Planning Team, the District once again will have a District-wide Information Technology Committee. This team is chaired by the Chief Information Officer and the Vice President of Student Services/College of Alameda, this Committee will have to address the entire technology needs of the District. Their work will inform the proposed Prop 39 bond slated for the June 2006 ballot.

### **College Response**

Planning for the technology at Laney takes place via several shared governance groups and is informed by administrators and faculty with technological expertise and the Laney College Technology Planning Committee while being led by the College President. Major changes are proposed and several upgrades are in progress including updating the network cabling and creating smart classrooms. Given that much more infrastructure is required, a Laney Technology Plan—which will be completed Spring 2006—shall be integrated into the District Technology planning processes as part of all District approved initiatives.

The District began a migration to PeopleSoft with Human Resources and Finances (Accounting) being the first system put in place with the “go live” date of July 1, 2005. The District continues to work on customizing the system, providing additional training, and troubleshooting end user needs. The District has also purchased a new Web site service, which now requires a District technician to service it and a college web master to maintain the College’s web site for maximized use. The College has two permanent full-time College Network Coordinators—one reporting to the Vice President of instruction and the other to the College President and Business and Administration Manager—, who must be augmented by a larger team of staff to address the infrastructure challenges that persist at Laney.

### **Marketing, Public Relations & Communications Service Center**

**Description:** The roles and responsibilities of the Marketing, Public Relations and Communications Division are to 1) develop a strategic marketing plan, integrating functions of public information, public relations with advertising, publications and news services; 2) develop marketing campaigns for fine arts performances, vocational programs, athletic activities, other special events, and high school recruitment in consultation with college administrators and the director of enrollment; 3) cover Board of Trustees meetings and District-wide meetings as the press information officer; 4) coordinate District-wide promotional activities; 5)

develop internal and external newsletters; 6) supervise the publication of schedules, catalogs, brochures, Web sites, television and radio ads.; 7) coordinate the functioning of PCTV; 8) produce marketing materials; 9) provide public relations services; 10) provide communications District-wide; and 11) maintain Web services.

**Status:** The District Executive Director of Marketing has been working with senior officers of the District and College Public Information Officers (PIOs) mapping out an effective marketing plan to increase the awareness of various programs offered by Peralta's four colleges. The District executive director of marketing meets regularly with the College Public Information Officers to plan and strategize District-wide marketing.

The District-wide integrated strategic planning process has placed importance on action planning for "Enhancing Awareness and Visibility." A planning team comprised of the Executive Director, select District staff, the College Public Information Officers and additional College representatives will develop a District-wide plan that will be disseminated widely and address the need for the District Marketing Department to prioritize the marketing agenda with a specific focus on meeting the individual needs of our different colleges which serve differing communities. This Committee is chaired by the District Executive Director of Marketing, Public Relations, & Communications and the Vice Presidents of Instruction/Laney College.

### **College Response**

The Marketing, Public Relations & Communications Service Center serves Laney in a variety of ways that affect class schedules, promotion of educational programs, and strengthening communications opportunities. Increasingly, the agenda of this unit more closely aligns with the priorities of Laney College. Certainly, a stronger relationship has been established between this key unit and the college via the District integrated strategic planning process.

Central to marketing and public relations, Laney has secured a Public Information Officer (PIO) who works with the District team of marketing staff and the sister colleges' PIOs to advance the priorities and opportunities offered at the College. Knowledgeable about the College's service area, the PIO works cooperatively with the Director of Marketing to disseminate information to the greater community. The PIO reports to the College President to provide on-going outreach to community, particularly through personal involvement in civic activities, events, and meetings. As a relatively new member of the professional team, the PIO is developing a marketing plan that will be updated annually, integrated into the Educational Master Plan, and used by all college administrators, program coordinators, and department chairs.

### **Finance Service Center**

**Description:** The roles and responsibilities of the Finance Division are 1) to assist the colleges and the District Office in achieving their educational missions by providing fiscal stability and compliance with governmental mandates and funding requirements; 2) to implement financial policies and procedures; and 3) to provide leadership in financial services in the areas of purchasing, budgeting, payroll operations, and accounting. Purchasing services include approving requisitions and issuing purchase orders; supervising mailroom and duplication service operations; directing

warehouse operations; maintaining inventory of stores, equipment, and fixed assets; and providing mail and supplies services.

**Status:** As reported in the response to recommendations on communications, the current District Chief Financial Officer for the District has made serious inroads into better communication with College Business Officers, College Presidents, and District administrators. There is a serious attempt to develop a budget allocation formula for the District, which will move the District beyond its current historical model. Such meetings have been long, and in some sense arduous, as the move to a new budget allocation formula requires a shift in thinking, approach, and District culture. The District Chief Financial Officer has devoted himself to seeing this process through, much like he committed himself to providing a workable resolution to the medical liability compliance need.

The District Chief Financial Officer also is actively involved with the continued migration and implementation of PeopleSoft. In part, the move to PeopleSoft was a result of many external audits which faulted the District for various financial functions which could not be accurately audited. PeopleSoft is intended to resolve this.

District-wide integrated planning has identified the strategic initiative of “Enhancing Resources and Budget Processes.” District-wide action planning and implementation will be the role of the District budget allocation advisory task force (which will disband once a formula is recommended) and the District budget advisory committee have been changed with this area of planning in an attempt to use an existing committee and an already committed group of people. This committee is chaired by the District Chief Financial Officer, the Merritt College President, and the Vice President of Instruction/College of Alameda.

### **College Response**

The College has an effective working relationship with the District Chief Financial Officer via the College President and the College Business Officer, who reports to the President. Laney continues to work with the Budget Allocation Advisory Task Force and the District Budget Advisory Committee to advocate for the development of a transparent budget process and an equitable formula for District and College funding. In discussion to develop a budget allocation model, Laney has argued for a fairer distribution of resources to the college given its history of being underfunded and given the funding model using an *economy of scale* rationale (by default) that has not benefited the college.

Beginning in 2003, the Budget Allocation Committee and Budget Advisory Committee have taken on new energy this academic year with a commitment to sending a budget allocation formula to the academic senates, the District budget advisory committee, the Chancellor, and ultimately the Board of Trustees. Laney will be an active participant in the shaping of a strategic action plan that supports the colleges.

### **Physical Plant Service Center**

**Description:** The roles and responsibilities of the Physical Plant Department, under the direction of the General Services Director, are to: 1) provide a safe, operational, and desirable

physical environment that supports the educational mission and administrative goals District-wide; 2) organize and implement long and short-range construction, improvement, maintenance and grounds programs; 3) develop five-year construction and deferred maintenance plans; 4) develop, negotiate, prepare for Board approval, and administer construction contracts; 5) assist colleges in facilities planning; 6) provide management oversight for consultants, contractors, and project managers for District facilities programs and capital projects; 7) in conjunction with risk management, develop and implement preventive measures for the health and safety of all staff, students and the public in accordance with appropriate health code standards and the Office of Safety and Health Administration; 8) provide custodial services; 9) maintain and manage District real property inventory; 10) maintain landscapes; and 11) provide all engineering services.

**Status:** The Physical Plant Department has been totally renewed with the hiring of a permanent District Director of General Services. The current District Director of General Services has brought many needed changes to the operation of the Physical Plant and its various components. The current model of decentralized custodial services should be re-visited as a means of addressing the impact of minimal human resources and disparate management styles on District-wide facility cleanliness.

The District Director of General Services has met with faculty and staff from the colleges and has taken the necessary steps to initiate various activities and construction projects. These include a new campus for Vista Community College, a new Art Building for Laney College, and extensive improvements to the physical environment of all four colleges. In this regard, the District Director of General Services has done a serious review of the spending of bond monies for measures A, B, and E, and provides on going reports to the District and the Board of Trustees. In addition, the District Director of General Services is providing leadership in working with the colleges to develop a Prop 39 bond for the June 2006 ballot. The initial research for the proposed bond was presented in a December 2005 special Board retreat. All four colleges presented their facilities, furniture and equipment needs based on their educational master planning. Current District funding in no way could fund these various needs and a bond measure is a realistic response to the need to provide our students with an effective learning environment.

While the District-wide strategic planning process identified the strategic initiative, "Creating Effective Learning Environments," this initiative was already being addressed by a District-wide facilities committee co-chaired by the Laney College President and the District Director of General Services and a membership representative of the various constituencies at each college. This Committee/team will continue to provide the necessary integration at the District level and the necessary prioritization of District needs.

### **College Response**

Purchasing and the Physical Plant department of general services has increased its responsiveness to the critical demands—in particular facilities requirements—of Laney College. Hiring particular personnel has helped significantly. However, maintenance of the buildings have been deferred for over 20 years resulting in a level of critical issues which are seemingly beyond the capacity of the current staff of the District to handle appropriately. From basic leakages of most roofs on campus,

to retrofitting science labs rendering them safe, and to replacing the 30 year HVAC systems—which have not been cleaned since the opening of the college—, too many urgent facilities issues persist.

While the Laney College President, the District Director of General Services, project consultants and other staff of general services enjoy good working relationships and meet regularly (in some instances weekly) to deal with all aspects of the problems, some of the basic facilities issues still are addressed inefficiently. Arguably, Laney requires a full-time facilities director with appropriate staff support to coordinate and address the myriad of projects, which are in excess of 15 major (in excess of \$2 million) and 100 mid- to minor level under \$2 million (all totaling over \$250 million). Yet these matters currently affect business services and educational programs and services.

### **Documents**

1. Peralta CCD and Laney Organizational Charts
2. Program Reviews and District Program Review Schedule
3. Tenure Review Manual
4. Tenure Facilitator's Manual
5. CIPD Minutes for Fall 2005
6. Fall 2005 Curriculum Book for Board of Trustees
7. Laney Curriculum Committee Minutes for Fall 2005
8. Accreditation Self Study from Spring 2004
9. Progress Report Dated March 15, 2004
10. Substantive Change Report Dated March 15, 2004
11. Curriculum Handbook
12. Staff Development Committee Minutes from Fall 2005
13. Flex Day Calendar of Events for 2005-2006
14. Draft Procedures for Faculty Position Allocation
15. Draft Procedures for Instructional Equipment
16. Laney Marketing Plan
17. Laney Catalog 2005-07
18. Laney Student Handbook
19. Laney Educational and Facilities Master Plan Spring 2006
20. Peralta Facilities Plan



### **Response to Recommendation #3**

(#13 of the five items to Laney from the Commission in its June 30, 2003 Letter)

**The team recommends that the Board of Trustees move expeditiously to appoint an interim Chancellor and begin the process of recruiting a permanent Chancellor. The team further recommends that the Board of Trustees direct the new Chancellor to make stability of both college and District administrative personnel a priority. (Standards 10.C.1, 10.C.2, 1996 Accreditation Standard)**

#### **Progress to Date**

As acknowledged in prior accreditation team reports, the District has addressed the first part of this recommendation by appointing Mr. Elihu Harris, J.D., as permanent Chancellor of the Peralta Community College District. Chancellor Harris was hired initially as interim Chancellor on 3/15/03, and became the permanent Chancellor on 4/28/04.

#### **Analysis of Results to Date**

Chancellor Harris remains the District Chancellor, with a good working relationship with the Board of Trustees and the College Presidents. The Chancellor continually works to fill all vacant administrative positions as quickly as possible. As of February 2006, there are 50 District managers, 41 of whom are permanent and 9 of whom are interim/acting. These interim management positions are at various stages of the recruitment/selection process. The Chancellor works with the College Presidents to ensure stability in college administrations.

#### **College Response**

Laney's October 2004 progress report addressed this recommendation. By Summer 2005, some Laney administrators accepted senior or lateral moves, while others remained relatively stable since that report. The District has begun the search for a permanent Laney President, Vice President of instruction, Vice President of Student Services, and two Deans of Instruction. All of the acting or interim administrators have had a rich history within the District. The College President returned after an 8 year retirement stint from a 15-year service as Laney Presidents (and over 20 years of educational leadership work in the District). The Vice President of Student Services worked in the District for over 14 years combined as Director in Student Services and Dean of Instruction and 7 years as a faculty member. The Vice President of Instruction previously served as Dean of Instruction for three years. And the two Deans of Instruction were tenured faculty and department chairs—one taught at Laney for 5 years and the other for 17 years full-time. Of the remaining instructional deans who are permanent, one was hired in 2004 and the other February 2006. The permanent deans of student services were hired in 2002 and 2004 respectfully, and the College Business Officer was hired in 2004. All administrators are actively involved in College and District level planning and a broad range of educational and operational matters to improve the capacity of the College.

## **Recommendation #4**

(#11 of the five items to Laney from the Commission in its June 30, 2003 Letter)

**The team recommends that the Peralta Community College District should provide a detailed and concrete plan that clearly identifies the steps, timelines, and measurable actions that are being undertaken by the District to provide funding for the long-term liability posed by health care benefits. (Standard 9.C.1, 1996 Accreditation Standard)**

### **District Response incorporating materials from the October 2005 report**

In response to this team recommendation, the Chancellor directed the District Chief Financial Officer to identify and take steps to locate funds for long-term medical liability benefits. In December 2005, Peralta Community College District sold a series of 2005 bonds that would provide funding for this long-term liability coverage of the District's retirees' health care obligations.

Peralta Community College District covers full, lifetime retiree health care benefit coverage for employees hired before July 1, 2004. The actual cost of the contractually obligated benefits is paid directly to beneficiaries. On a pay-as-you-go basis, the District's retiree health benefit payments are projected to increase from \$5.32 million in fiscal 2006 to a peak \$13.44 million in fiscal 2032, and then decline.

The proceeds of the series 2005 bonds will be placed in a Retiree Health Benefit Program (RHBP) Fund held by a trustee, which fund may be used only to pay or reimburse the District for payment of retiree health benefit costs. The District projects that the investment earnings on the fund will pay its retiree health care costs while the bonds are outstanding, assuming an annual return of 6%. By virtue of this transaction the District anticipates that it will maintain its retiree health care costs at a constant 6.7% of budget through the 2049 final maturity of the bonds as opposed to experiencing an increase in such costs to almost 9% of budget over the next 15 years.

GASB 45, which will require reporting and accounting for OPEBs, largely retiree health care, becomes effective for employers in fiscal years beginning after December 15, 2006. The statement generally requires that employers complete an actuarial valuation to determine their retiree health care liabilities and also calculate the annual required contribution (ARC) to pre-fund such liabilities. The difference between actual annual contributions to the plan and the ARC would be reported as a net OPEB obligation in the District's financial statements. The District's preliminary GASB 45 actuarial valuation reported the present value of benefits for retiree health care ranging from \$132 million, at a 7% discount rate, to \$196 million, at 4.5%. The District's ARC for fiscal 2006 is projected at approximately \$12 million compared with an estimated pay-as-you-go cost of about \$5 million mentioned above.

The District believes that because amounts in the RHBP Fund, containing bond proceeds, could under certain circumstances be used to redeem bonds, and thus the fund assets are not irrevocably dedicated solely to paying plan benefits, it would not be deemed a qualifying trust for GASB 45 purposes. Therefore, the District expects to continue to report increasing, unfunded actuarial accrued retiree health care liabilities and net OPEB obligation. Because of the closed nature of the plan, both measures are projected to peak over the next 15-20 years and then decline. From a

practical standpoint, these liabilities would be counterbalanced to a certain extent by the assets in the RHBP Fund.

### **Progress to Date**

The District Office has developed a planned approach to reducing the unfunded liability of the District with both short- and long-term actions as follows:

1. Engaged an actuarial study that resulted in a reduction of the liability from \$150,000,000 to \$115,000,000;
2. Negotiated a reduction in the costs of medical benefits by changing medical carriers and by requiring a medical co-pay;
3. Designed a plan to issue up to \$250 million in medical benefits bonds to fund and pay for ongoing medical benefits for both current and retired employees. The necessary steps to accomplish this are as follows:
  - Enlist an actuary to quantify the District's current and future OPEB (other post employment benefits) liability;
  - Establish dedicated OPEB trust and improve matching between OPEB assets and liability profile;
  - Have Board of Trustees adopt an OPEB investment policy;
  - Contract with ACERA or any institutional governmental asset manager to invest OPEB trust;
  - Validate obligation by filing a petition in California Superior Court. This gives the District the legal standing to issue the bonds;
  - Issue taxable OPEB bonds to fund the District's OPEB obligation; and
  - Structure OPEB bonds such that debt service plus normal cost is less than the projected pay-as-you-go liability.

The District retained the actuarial firm of Bartel & Associates LLC on July 22, 2005. The Peralta Board of Trustees, on July 26, 2005, passed a resolution authorizing the District to issue up to \$250 million in OPEB bonds. On August 12, 2005, the District filed in Superior Court a petition for bond validation which received a judicial validation judgment on November 7, 2005. The Chancellor, the Chairman of the Board Finance & Audit Committee, and the District's District Chief Financial Officer interviewed four investment banking firms in New York on September 8 and 9 and at the December 13, 2005, Board of Trustees' meeting, an Indenture of Trust between the Peralta Community College District and Deutsche Bank Trust Company Americas was approved. All OPEB bonds were sold by the end of December 2005.

The Peralta Community College District's resolution to the unfunded medical liability issue to be in compliance with GASB has now been reported in the Chicago Herald Tribune and local newspapers.

The Board of Trustees is also in the process of revising its investment policy. Once they have completed this, the District will have a new investment policy in place that it will then use to guide the investment of the proceeds from the bond sales.

### **Analysis of Results Achieved to Date**

- The District, as a result of negotiations with the unions, changed and implemented union contracts in July 2004. These contracts require a medical co-pay which has been implemented and is operational; District medical benefits end at age 65 for all employees hired after July 1, 2004; and 10 years is now required for vesting of all employees hired after July 1, 2004. Previously, the requirement for vesting of academic employees had been five years
- The District replaced Blue Cross with Interplan, a network of physicians, and Core Source as administrator of services in September 2004. This action reduced administrative costs of our medical benefit program and also allows the District to qualify for rebates which also defray District costs
- On September 8 and 9, 2005, the Chancellor, Assistant Vice Chancellor for Finance and Budget, President of the Peralta Federation of Teachers (PFT), and Chair of the Board's Committee on Audit and Finance traveled to New York to interview perspective investment firms
- On November 7, 2005, the District Finance Department received a judicial validation judgment from Alameda Superior Court allowing PCCD to sell OPED bonds
- A full presentation was made to the Board of Trustees on December 13, 2005
- All bonds were sold by the end of December 2005
- On January 10, 2006 the Board of Trustees approved contracting for brokerage and consultant services with PSW Benefits Resource of Burlingame as the District's benefits broker.
- The Board of Trustees will revise its investment policy

### **College Response**

Laney acknowledges the importance of decisive action on this recommendation on the part of the District Office in moving from the pay-as-you-go strategy to full disclosure by 2006-07, per the new GASB standards.

The change in union contracts incorporated the following: a co-pay program; the ending of District medical benefits at age 65 for those hired after July 1, 2004; and vesting time changed from five years up to ten years. All of these decisions have slowed the growth of liability. By far the most positive action taken is the proposal around the issuance of a medical benefits obligation bond. During Chancellor Harris's tenure as Mayor of Oakland, the city successfully issued such bonds to deal with a similar situation. The hiring of Vice Chancellor of Finance Tom Smith on December 1, 2004, has added to the leadership in this investment/bond area. Also, the November 2004 election of Trustee Edward W. (Bill) Withrow, former Mayor of Alameda, has added to the expertise in this area.

### **Action Plan**

- Finance Department will continue to monitor this effort.
- The Board of Trustees will move forward on a new investment policy.

### **Documents**

- Resolution of the Board of Trustees authorizing issuance of bond
- Superior Court petition for bond validation
- Superior Court judicial validation judgment
- Draft of Board investment policy
- Union contracts

- Board of Trustee minutes for December 3, 2005, December 13, 2003, and January 10, 2006

## **Focused Mid-Term Report**

### **Laney College**

#### **Recommendation #5**

(#3 of the five items to Laney from the Commission in its June 30, 2003 Letter)

**The team recommends that the college assign the highest priority to completing and substantially implementing an effective, meaningful, systematic, and comprehensive institutional strategic master plan. The plan must incorporate educational, fiscal, technological, physical and human resource components linked together with research efforts and closely integrated with the college mission statement. It should also identify short- and long-term directions for the college, timelines for implementation, individuals responsible for each area, monitoring and follow-up strategies, and expected outcomes. (Standards 3.A.1, 3.A.2, 3.A.3, 3.A.4, 3.B.1, 3.B.2, 3.C.1, 3.C.2, 3.C.3)**

#### **Progress to date**

As confirmed by the Accrediting Commission in its June 25, 2004 letter, Laney College made significant progress on this recommendation.

#### **Analysis of Results Achieved to Date**

The College continues implementation of its comprehensive strategic master planning process. This is evidenced via the monthly meetings of the Educational Master Planning Taskforce, development of the Planning Committee, incorporation of the priorities of the programs and service units of the college into the planning priorities of Laney College.

#### **College Response**

The priorities of programs and services ensured access to essential information to develop the 2006 Laney Educational and Facilities Master Plan and it is informing the Technology Plan and the College Business Plan—both of which will be completed by Spring 2006.

The Learning Assessment Committee of the Faculty Senate—along with key shared governance groups including those noted above—is ensuring that these efforts lead the college to full development of learning outcomes for students, programs, and the college while also designing a comprehensive plan for formative assessment and summative evaluations to determine efficacy and strengthen efforts overall. This plan will be informed by the college's Spring 2006 retreat as well as by community forums that are being planned in collaboration with the District Marketing and Public Relations Service Center.

#### **Documents**

Educational Master Planning Taskforce Agenda and Minutes

Planning Committee Guiding Framework

Laney Educational and Facilities Master Plan

Laney College Spring 2006 Retreat Agenda

## **Response to Self-Identified Issues:**

### **Progress Report on Laney College's Planning Agenda**

Laney College has made significant progress in addressing its planning agenda as outlined in the Laney College Self Study Report of 2003. Attachment A provides a summary update on the status of each planning agenda item for the 1996 Accreditation Standards.

In brief, the attached description of progress reveals that over 95% of the items have already been addressed at least in part. Also, the description of progress reflects a great deal of activity among all stakeholders, in particular faculty and administrators and increasingly among classified staff.

Many of the 61 items can be addressed at the college level with marginal additional resources. However, some of the items absolutely must be aided by a significant investment of fiscal, human, technological or other resources from the District or some other sources external to the college in order to effectively deal with them. For example, facilities access consistent with Laney's commitment to students, personnel, and other members of the community with disabilities require significant investments of additional resources from the District to facility completion of 8.2 agenda item.

Other items require more support staff to sustain the efforts, while items such as 6.1, 7.6, 8.3, and 9.5 require substantially more infrastructure, staffing, or other resources than Laney currently has. Thus, we have prepared the District to secure this help by drafting several documents for submission this year including the Laney Educational and Facilities Master Plan, the College Business Plan, and the Laney Technology Plan.

Given the strategic focus by the District on building its revenue base in sound and creative ways (i.e., bond, new initiatives supported by the State of California), Laney expects to experience at least a 10% increase in financing by 2007-2008, which will help relieve the tremendous budgetary pressures. In addition, the District is strategically pursuing a facilities bond which will invest at least 60 percent of the dollars generated into building Laney's facilities.

## **Update on Substantive Change Proposals: *Preparing for the 2007-2008 Laney Self-Study***

Laney is experiencing substantive changes which can be reduced to two strategic areas:

- 1) Strengthening Laney's responsiveness to student and community needs
- 2) Ensuring equity via resource development, allocation, and use

### **Strengthening Laney's Responsiveness to Student and Community Needs**

While obvious to most, the sole purpose of *strengthening Laney's responsiveness to student and community needs* is based on being an asset to the communities we serve by remaining relevant. From internal and external scans of Laney's environment, particular needs are critical. Regional and local employers and industries reveal an increased demand for highly skilled workforce with knowledge of basic informational technologies, effective self-initiating team oriented behaviors, demonstration of work place ethical standards, results-oriented interpersonal competencies, and appropriate knowledge and skills to perform professional roles. Individuals and families demand improved personal effectiveness, college certificates and degrees to render each marketable with transferable, employable skills for life sustaining wages, safe and educationally sound child care, improved financial assistance, and viable enrichment programs for vulnerable youth and young adults. Local 4-year colleges and universities are demanding academically better prepared self-directed learners who demonstrate college level critical thinking, reading, writing and computational skills.

### **College Standards and Accountability Measures**

Towards these ends, educational standards and accountability measures are essential. Thus this initiative, which ratchets up the strategic work of the college in several key areas including pre-collegiate education, vocational education, distance education, humanities and social sciences, and math and the natural sciences. Daily we rely on evidence to inform our work, yet we have a limited history of using it college wide to inform the community of our effectiveness and areas requiring significant improvements on which we are focused.

Led by administrators and faculty at Laney and with the professional insights of the research and planning staff of the college and District, a comprehensive college standards and accountability plan shall be developed. It will be informed by sound research and planning practices used in other higher educational institutions, and it will be driven by the local demands. As a central part of this effort, Laney educators are demonstrating their commitment to learning and revitalization of the educational leadership ranks.

### **Educators' Commitment to Learning & Assessment**

With learning outcomes and assessment practices at the center, Laney faculty have created a ground swell of activity among all stakeholders to transform the nature of discourse about instruction and student learning at Laney. In doing so, they are catalysts for substantive change. While driven by a commitment to developing learning outcomes and assessment practices at the course, program, and institutional levels, they are also creating a new paradigm for faculty work. Their tireless energy reveals their long standing drive towards quality and increased understanding of how learning occurs.

### *Cont. Update on Substantive Change Proposals*

No longer as willing to work “behind closed doors”, increasing numbers of faculty are discussing “aloud” in scholarly ways why they do what they do and how this reflection is leading to greater clarity about how students learn. This growing number of faculty makeup the relatively new formal and informal networks, which have formed since 2002 including the Basic Skills Learning Collaborative, the Instructional Support Committee, the Learning Assessment Committee, and the “Informed Teaching Group”.

Gradually, these networks have become linked and are informing the efforts of an increasing number of shared governance bodies namely the Curriculum Committee, the Vocational Advisory Committee, the College Council, the Faculty Senate, the Administrative Leadership Council, the Instructional and Student Services Council, Professional/Staff Development Committee, and the Budget Advisory Committee to name a few. Collectively, these activities reach all faculty. Facilitated by administrators, this work improves the profession of teaching at Laney and equips the:

- Faculty with the ability to improve the delivery of instruction and outcomes;
- College with the knowledge necessary to provide the essential resources that faculty require to perform their roles effectively; and
- Students with opportunities proven effective for learning and experiencing success.

Together, we are able to transition from the 1996 accreditation standards to the new standards for accreditation while aiming our efforts to meet the demands of all of our constituents, both internal and external.

#### Educators’ Revitalization of the Educational Leadership Ranks

The learning and assessment commitment continues to be deepened and enlivened by the arrival of over 40 new full-time faculty during the last three years, now netting the college 130 full-time faculty (with 280 part-time instructors) to serve 12,000 students annually. These full-time educators come to Laney with diverse experiences, knowledge and skills, which has influenced the positive and constructive ways that they work with colleagues. Many demonstrate a passion for student learning and for sharing their understandings about how to facilitate learning even among colleagues. They are ripe with ideas and ideals and pre-disposed to work with tenured faculty to lead new educational initiatives while developing new curriculum. As such, the majority are joining the ranks of educational leaders within the college and District and demanding more in terms of *resources, accountability, and understandings* in order to improve significantly what Laney does to ensure student learning and success and what Laney does for its greater community.

With the gradual increase in the number of full-time instructors complementing the long-standing members of the community, Laney has the opportunity to draft institutional learning outcomes this year while also developing the signature educational initiatives identified in the strategic plans of the college.



### **Ensuring Equity**

Investment in planning in all of the college's domains—i.e., educational programs, services, and facilities—will provide the basis to fundamentally shift the college from being resource poor to a fully endowed state of the art higher educational institution. Towards this end, we are completing several plans, which address the infrastructure problems (i.e., lack of adequate resources) that have constrained the college for years. As such, we are investing in the strategic actions of an increasing number of faculty and classified staff. This is absolutely essential to experiencing the key tenant driving the actions at Laney College, which is the commitment to equity in all of its forms, namely:

- Experiencing diversity—ethnic, cultural, gender, goals, ideas—among students and employees;
- Delivering high standards and quality support through educational programs and services appropriate to meet the needs of each student;
- Facilitating sound administrative and educational infrastructures (i.e., curriculum and program develop, signature initiatives) to carryout the work of the college; and
- Allocating adequate fiscal, human, technological, physical, and instructional resources to Laney so that it can meet the needs as just described.

The overarching intent of assuring equity at Laney is to provide for employees the wherewithal to achieve the college's strategic priorities; chief among them being providing equal access to responsive, sound, and high quality educational programs and services. This can only be achieved when administrators, faculty, and staff are competent in their respective roles—which requires on-going strategic learning—and the college is equipped with sound policies, operative technologies and procedures, adequate staffing, and facilities that are conducive to teaching and learning.

Thus, Laney is supporting the revitalized faculty and staff by reinforcing the commitment of educators to learning and assessment as a pre-condition to fully actualizing equity.



## Progress Report on Laney College Planning Agenda

STANDARD	PLAN	STATUS
Standard Mission Statement	<p>One: 1.1 Review and update the College's mission statement every 5 years</p> <p>1.2 Identify a shared vision and a core set of values to guide planning for the College</p>	<p>Accomplished, yet on-going. Last reviewed and updated by Fall 2003.</p> <p>Accomplished by Fall 2003.</p>
Standard Institutional Integrity	<p>Two: 2.1 Include degree requirements and suggested timelines for degree completion in the college catalog</p> <p>2.2 Include language about the Board-adopted policy protecting academic freedom and responsibility in the Faculty Handbook</p>	<p>Accomplished. Requirements for all degrees and certificates are outlined in the college catalog with recommended patterns (courses per semester) identified for each program.</p> <p>Accomplished. The Spring 2006 Faculty Handbook has the "academic freedom" language for distribution Academic Year 2006-2007. Comparable language already exists in the faculty union (Peralta Federation of Teacher) contract (July 1, 2004-June 30, 2007) and more details provided in the Laney College Catalog 2005-2007. Board Policy 5.10 Intellectual Freedom, which was initially approved by the Board of Trustees March 15, 1965 is the basis of the text within the Faculty Handbook.</p>
	<p>2.3 Update Faculty Handbook annually and distribute to all faculty</p>	<p>Accomplished, yet on-going. Last reviewed and updated by Fall 2003.</p>
	<p>2.4 Develop college-wide policies regarding academic dishonesty and plagiarism and encourage departments to develop appropriate procedures to implement the policies.</p>	<p>Accomplished. Laney College Catalog 2005-2007 spells out the policy in the "Student Code of Conduct" section.</p>
	<p>2.5 Make every effort to see that job announcements for management positions reach qualified Asian-American applicants</p>	<p>On-going, in progress. Work with District Human Resources to ensure this result for each position. In collaboration with the district Human Resources Department, announcements are developed and disseminated in a number of venues. Additionally, the California Community College Diversity Registry is utilized on a consistent basis to insure that a diverse population is fully informed of employment opportunities; with the assistance of the Asian American professional organization of the Peralta Community College District, announcements are sent to targeted groups and individuals.</p>

## Progress Report on Laney College Planning Agenda

<b>STANDARD</b>	<b>PLAN</b>	<b>STATUS</b>
<p>Standard Three: Institutional Integrity</p>	<p>2.6 Ensure that Laney College has a gender equitable Athletic Program in terms of facilities, fiscal resources, and personnel</p> <p>3.1 Hire a college-based research and planning officer to coordinate college research and planning</p> <p>3.2 Form an on-going research and planning committee to evaluate college research and planning efforts and make recommendations for college improvement</p> <p>3.3 Provide training for faculty and staff in regard to the meaning of available data, data acquisition methodology, and its usefulness for planning and evaluation</p> <p>3.4 Develop and publish an annual institution planning and governance timeline/calendar</p> <p>3.5 Integrate program review results into the yearly planning cycles of divisions and departments giving priority to the needs, items, and activities identified in the program reviews</p> <p>3.6 Integrate program review results and update the educational plan no less than every two years</p> <p>3.7 Define and publish a comprehensive institution-wide, integrated planning process, and as an important element of the planning, incorporate the planning agendas recommended in the Self Study report as well as program review recommendations</p>	<p>Accomplished. Four out of the seven athletic programs are for women with resources allocated equitably. Laney College has fully implemented a gender equitable Athletic Program which includes the following sports: Women's Softball, Water Polo, Swimming and Diving, Volleyball and Track. These sports are fully staffed with a Head Coach and Assistant Coaches); there is full budget has been established for each sport; facilities are fully operational and usable with the exception of the Softball field that is in need of refurbishing and has been placed at the top of the list for facilities projects.</p> <p>Accomplished. District assigned an officer to Laney College by Fall 2003.</p> <p>Accomplished. The Planning Coordinating Committee established by 2004-2005 (and formed by 2005-2006) and shall work with the existing Educational Master Planning Taskforce.</p> <p>In progress. A training agenda will be completed for the start of implementation by Academic Year 2006-2007.</p> <p>Accomplished in part. As an on-going effort, this document shall be completed Spring 2006 and after college-wide retreat on planning and learning assessment.</p> <p>Accomplished. Planning has been restructured into a multi-year effort with results prioritized into the plans of the college.</p> <p>On-going. Scheduled completion of the latest educational plan Spring 2006.</p> <p>Accomplished. During 2003-2005, these planning documents were disseminated and discussed at least 4 times to college community. Electronic versions shall be on-line by Summer 2006.</p>

## Progress Report on Laney College Planning Agenda

STANDARD	PLAN	STATUS
3.8	Develop, publish, and distribute an annual report that tracks departmental, divisional, and institutional data useful for institutional evaluation	In progress and scheduled for completion Spring 2006 for annual distribution by Academic Year 2006-2007.
Standard Four: Educational Program	4.1 Development annual in-service workshops for faculty on curriculum and articulation, on assessing expected student learning outcomes, and on ways to facilitate completion of degrees and certificates in a timely manner	Accomplished in part. Nearly, each semester since Fall 2004, in-service workshops on these subjects have been held with additional sessions during shared governance meetings (i.e., department chairs, instructional and student services council meetings. Led by a team of educators--the articulation officer, instructional and counseling faculty, department chairs, and administrators--, communication with students has improved. As the curriculum is strengthened, mapping of how students can complete degrees and certificates (i.e., Media, Culinary Arts, and Environmental Control Technology) is provided to students and counseling staff, Web based links between counseling and instruction have been developed to ensure articulation information is accessible; regular meetings of vocational faculty with counseling staff are held to clarify requirements and student needs; and a sub-committee of the faculty senate formed to foster development of sound student learning outcomes and assessment practices.
	4.2 Implement a plan for developing, publishing, assessing, and documenting expected student learning outcomes for all degree and certificate programs	In progress. Led by the Office of Instruction in collaboration with the Faculty Senate, a plan will be completed by Academic Year 2006-2007 with implementation beginning by Fall 2007. Faculty Senate in particular has ensured increasing levels of discussions about learning outcomes and assessment through its Learning Assessment Committee in preparation for successfully development and completion of this plan.
	4.3 Propose the development of a written statement, which outlines the philosophy and rationale for the general education component	Accomplished. The Board of Trustees provides the guiding philosophy and policies on General Education in their Board policies.D39

## Progress Report on Laney College Planning Agenda

STANDARD	PLAN	STATUS
	<p>4.4 Establish procedures and monitor the implementation of a systematic process for curriculum review to ensure the currency of course outlines, the appropriateness of general education applicable courses, as well as electronic access to official course outlines and current syllabi</p> <p>4.5 Develop and implement policies and procedures for the systematic monitoring of courses offered through distance learning for academic rigor, educational effectiveness, and alignment with comparable on-campus courses</p>	<p>In progress. Given the leadership of the Curriculum Committee, a newly approved curriculum review process was approved by the College Spring 2004 and implemented by Fall 2004. This has established the foundation for completing the balance of this agenda item by Academic Year 2006-2007. Emphasis is on tying programs to state of the art instructional methods, technologies, and learning outcomes to best prepare students for what is required for employment, careers, and transfer programs.</p> <p>Accomplished in part. As distance learning is assigned to an instructional division dean, it is monitored systematically. In progress: This dean in collaboration with the department chairpersons and the faculty who teach the courses are developing assessment practices to</p> <p>In progress. The contract with Follett will end in July 2006. The District Purchasing department is currently meeting with potential vendors as plans are made to negotiate a contract.</p>
Standard Five: Student Support and Development	<p>5.1. Recommends that the District Purchasing Office replace Follett Bookstore with a new contractor using a competitive bidding process and ensuring wide participation from campus-based administrators, faculty and staff. Any new contractors should address the current bookstore deficiencies and develop an on-going feedback and</p> <p>5.2. Develop a comprehensive Career Service Center which will include the Transfer Center, Student Employment Services, and the Gender Equity Program by 2004-05. (5.3)</p> <p>5.3. Designate a matriculation officer and reactivate the Matriculation Committee with regularly scheduled meetings by year 2002-2003. (5.5)</p>	<p>In progress - The Transfer Center and Career Center will be moved and located in the new One-Stop Student Services Center. At the present time, there are no plans to relocate Student Employment Services to the new site, but there is discussion to expand the space that it currently occupies to be able to fully deliver services to the population that is served throughout the calendar year</p> <p>Accomplished. One of the Deans of Student Services has been designated as the Matriculation Officer for the college. In this role, he is responsible for chairing the college Matriculation Committee, that meets monthly throughout the academic year. Additionally, he chairs the district-wide Matriculation Committee and is the current representative for Region III.</p>

## Progress Report on Laney College Planning Agenda

STANDARD	PLAN	STATUS
	<p>5.4. Conduct an annual orientation workshop for all instructors and staff so as to enhance their understanding of and responsibilities within the matriculation process and the breadth of student services offered. (5.5)</p>	<p>Accomplished. A collaborative effort involving the Office of Instruction, Faculty Senate and Student Services, results in new faculty participating in a series of orientation sessions that cover a spectrum of topics. One of the sessions is focused on Student Services. In general, the format allows for a brief presentation regarding the various services that are offered followed by a question and answer portion. The sessions have proven to be beneficial and informative for both instructional and student service faculty and classified staff</p>
	<p>5.5. Coordinate the relocation of a One-Stop Student Services Center to Building A. (5.6)</p>	<p>Accomplished, yet on-going. A team of student services professionals, led by Vice President of Student Services, informs the relocation effort via weekly meetings with the District facilities project manager. This is an ongoing effort that has included regularly scheduled meetings that have included college personnel, the project manager, the architect and as needed, a representative from the Facilities Department; all plans have been reviewed and signed off on; in addition, swing space has been identified in order to plan for the move, allowing for the renovation to be scheduled commencing the beginning of June 2006</p>
	<p>5.6. Ensure that all facilities are fully accessible to students and individuals with disabilities. (5.6)</p>	<p>In progress. This is always an ongoing effort in order to stay in compliance with the ADA guidelines. As changes and improvements are made throughout the campus, a concerted effort is always made to insure that all facilities are accessible for those with disabilities</p>
	<p>5.7. Designate an Americans With Disabilities Act coordinator and that individual will implement a review of our Transition Plan for compliance including an accessible web site. (5.10)</p>	<p>In progress. At the present time, the Vice President of Student Services is the ADA coordinator. In coordination with the Disabled Students Program and Services Coordinator, the Transition Plan is being reviewed for compliance in all facets of the campus, including the web site</p>

## Progress Report on Laney College Planning Agenda

### STANDARD

### PLAN

5.8. Develop a plan to continuously upgrade office-related technology. The Professional Development Committee will coordinate an on-going series of workshops to train faculty and staff on the upgraded equipment and technology. (5.10)

### STATUS

In progress. Coordinated through the college's Technology Committee, all aspects of office-related technology is being reviewed and recommendations for upgrades will be generated by the committee in collaboration with respective offices. As new technology and equipment are introduced to the college, such as PeopleSoft for example, ongoing training has been and continues to be available for all users and potential users of the system. The Professional Development Committee has taken the responsibility of scheduling and coordinating workshops throughout the academic calendar. The Technology Planning Committee shall complete its plan Spring 2006 with explicit recommendations for upgrading technologies.

### Standard Six - Information and Learning Resources

6.1. In order to make databases available and increase access to resources for remote users District librarians recommend that the District Data Center provide authentication for all students and employees as soon as the District's firewall security issues have been addressed. (6.3)

In progress. The new PeopleSoft system once fully implemented is expected to provide this capacity.

6.2. Ensure that athletic study periods are properly monitored for compliance with campus behavioral standards so as to prevent disruptive behavior in the library. (6.3)

On-going. Following meetings with the coaches, athletes behavior improved during the 2005/2006 academic year. Student athletes participate in regular study periods in the college tutorial center and in study hall specific and general classrooms. Student athletes are monitored by the coaching staff when participating in these activities mitigating opportunities for disruptive behaviors.

6.3. Submit a facilities project request to the president for the District Physical Plant to correct the safety and security issues in the library. (6.3; 6.5)

Accomplished. Plans were submitted to the Campus Facilities Committee and the State Chancellor's Office. The District plans to replace the worn carpet in Spring 2006.

6.4. Evaluate library staffing to move effectively to meet the needs of students. (6.4)

Accomplished in part. Staffing is an on-going discussion with the Vice President of Instruction. A full plan will be developed by Spring 2006.



## Progress Report on Laney College Planning Agenda

STANDARD	PLAN	STATUS
	6.5. The library, in concert with other District libraries will conduct program review. (6.7)	Accomplished. Laney librarians completed a program review in May 2004. Integrated Planning documents were completed in the 2004/2005 academic year.
	6.6. The Library's Educational Plan will be included in the College Educational Master Plan. (6.7)	Accomplished and on-going. The Library's Educational Plan was mentioned in the College's Educational Master Plan.
Standard Seven - Faculty and Staff	<b>A. Qualifications and Selection</b>	
	7.1. Assess instructional, administrative, and technical support staff utilization and needs with a goal of increasing efficiency in the instructional area by the end of spring 2003. (7A.1)	Accomplished in part. In 2002, an assessment was done on the instructional area only. This calendar year, the assessment will be completed to determine changes required and efficiency benchmarks for the college at large.
	7.2. Recommends to the District Office of Human Resources the establishment of a plan and procedures for filling and anticipated faculty vacancies in a timely manner. (7A.1)	Accomplished, yet on-going resulting in over 30 hires between Fall 2003-Spring 2006. An updated plan is required to ensure future vacancies are filled in a timely manner. Through the Faculty Prioritization Committee, a list of vacant positions to be filled is developed and recommended to the college president for action and submission to the Human Resources
	7.3. Establish a timeline for filling permanent managerial positions. (7A.1)	Accomplished. By Spring 2005, all but two managerial positions were filled on a permanent basis. Now, due to departures, 5 of the 10 positions are being filled by Spring 2006. All vacant managerial positions have been advertised, committees have been formed; all positions should be filled permanently by the conclusion of the Spring
	7.4. Assess the need for new full-time faculty positions and establish a timeline for filling them. (7A.1)	Accomplished consistent with Agenda item 7.2.
	<b>B. Evaluation</b>	
	7.5. Conduct workshops on how to administer faculty and staff evaluations so that employee job performance can be more effective. (7B.1)	Accomplished in part. Tenure review workshops are conducted annually. Staff evaluation workshops for managers was conducted during 2003-2004. A comprehensive plan has been established by District Human Resources and a College plan shall be completed by Summer 2006 for implementation by Fall 2006.

## Progress Report on Laney College Planning Agenda

STANDARD	PLAN	STATUS
	<p>7.6. Ensure the timely return of all student evaluation summary reports to the college that will not exceed more than a two-week turn around period. (7B.1)</p> <p><b>C. Staff Development</b></p> <p>7.7. Broaden its concept of professional development to include preparation for professional and promotional opportunities beyond current job duties. (7C.1)</p> <p>7.8. Assess the need for, develop, and implement a regular technology training program for all personnel. (7C.1)</p>	<p>Accomplished in part. The College has been more successful in its efforts to provide student evaluations to the District. The District is constrained by having only one staffer who processes all student evaluations for four colleges. Thus, the turn around time while</p> <p>On-going. Opportunities are afforded employees through staff development and human resources.</p> <p>In progress, yet ongoing: Coordinated by the district IT dept and the staff development committee, training workshops are presented for staff, faculty and administrators</p>
Standard Eight - Physical Procedures	<p>8.1. Establish a plan to address the maintenance needs on campus to ensure a safe and healthy learning environment. (8.2; 8.3)</p> <p>8.2. Ensure that all buildings are accessible to all individuals with disabilities. (8.3)</p> <p>8.3. Establish and maintain a Facilities Planning Committee to monitor and direct facility planning at the college by end of fall semester 2002. (8.5)</p>	<p>Accomplished in part. A Strategic Educational and Facilities Master Plan has been drafted A Scheduled Maintenance Plan draft will be completed by Spring 2006.</p> <p>In progress. This continues to be a top priority, thus an on-going, proactive effort led by the president and vice president of student services. All new construction as well as renovation projects take into account that all buildings must be accessible to persons with disabilities; with the input of the ADA Coordinator, all plans are reviewed to insure that the college remains in compliance with the law.</p> <p>Accomplished. This Committee meets twice monthly and its efforts are directly aligned with the District Facilities Committee.</p>
Standard Nine - Financial Resources	<p><b>A. Financial Planning, Management, &amp; Stability</b></p> <p>9.1. Implement a budget allocation process that supports the annual planning process. (9A.1)</p> <p>9.2. Determine a timeline for implementation of BAC recommendations. (9A.1)</p>	<p>In progress. Working through the District Budget Allocation Committee, this effort should be completed Spring 2006.</p> <p>Accomplished.</p>

## Progress Report on Laney College Planning Agenda

STANDARD	PLAN	STATUS
	<p>9.3. Develop a plan that ensures budget stability by eliminating reliance on salary savings to fund regular obligations and academic programming. New revenue funding sources will be explored. (9A.2)</p> <p>9.4. The Budget Advisory committee and the College Executive Council will formalize procedures for allocating resources (Partnership for Excellence, instructional equipment, etc.) that become available. (9A.5)</p> <p><b>B. Financial Management</b></p> <p>9.5. Conduct training workshops on mainframe screens, electronic forms, policies and procedures for department chairs. (9B.1)</p> <p>9.6. Design and implement a plan to facilitate and ensure timely completion of requisitions and other electronic forms. (9B.1)</p> <p><b>C. Financial Stability</b></p> <p>9.7. Inform the Chancellor and the Board of Trustees of the need to create a District Budget Advisory Committee to ensure both the District's fiscal solvency and the integrity of the educational programs and student services to the college during a state budget crisis. (9A.5; 9C.4)</p> <p><b>A. Governing Board</b></p> <p>10.1. Inform the Chancellor of concerns identified in the Self-Study in the areas of budget allocation and the need for a formal trustee orientation process. (10A.6)</p> <p><b>B. Institutional administration and Governance</b></p> <p>10.2. Oversee the building of a participatory governance structure and will connect it to overall institutional planning and evaluation. A document describing the current governance structure will be disseminated by the end of the fall 2002 semester. (10B.1; 10B.6; 10B.8)</p>	<p>In progress. District and College strategies are being developed. A comprehensive report of plans shall be completed by Fall 2006.</p> <p>In progress. Using twice monthly meetings, broad parameters are being established and specific processes shall be confirmed by Fall 2006.</p> <p>In progress. While some training continues to be offered, training on the financial system has been limited due to the prompt migration to a financial system, PeopleSoft, which require significant enhancements to function effectively.</p> <p>In progress. A plan was completed, yet requires updating given new procedures (or protocols); anticipated completion by Fall 2006.</p> <p>Accomplished. The District Budget Advisory Committee exists and its sub-committees have been meeting regularly by Fall 2004.</p> <p>Accomplished. As members of the District Budget Allocation Committee and Budget Advisory Committee, College leaders continue to work on a viable formula to address the perpetual under funding of Laney College.</p> <p>Accomplished.</p>

Standard 10 -  
Governance and  
Administration

## Progress Report on Laney College Planning Agenda

STANDARD	PLAN	STATUS
	10.3. Develop a mechanism to orient all employees to the administrative organizational structure and the related alignment of duties and responsibilities by fall 2003. (10B.4)	Accomplished.
	10.4. Publish and disseminate evaluative procedures for college administrators and ensure that these procedures are followed. (10B.4)	Accomplished.
	10.5. Develop a timeline for the resolution of issues and recommendations resulting from the work of governance committees. (10B.7)	In progress and expected to be accomplished by Fall 2006 using the work of the Educational Master Planning Taskforce and the Planning Committee.
	10.6. Recognize and support the importance of releasing classified staff for participation on governance committees. (10B.9)	Accomplished. This is institutionalized within the Shared Governance Framework and concerted action of Laney College. Classified staff participate on all governance committees; all participants are released for full participation.
	10.7. Develop a for-credit Student Leadership class (10B.10)	Accomplished. Developed two courses--Speech/Communication on Effective Communication in Leadership and Psychology on Leadership Development Studies.
	<b>C. Multi-College Districts and Systems</b>	Accomplished.
	10.8. Inform the Chancellor of a need identified in the Self-Study for developing a document which clearly delineates the operational responsibilities and functions of the District/system and those of the college. (10C.4)	In progress. This is being further detailed within the Laney College Business Plan, which will be completed Spring 2006.
	10.9. Recommend to the Chancellor the need to evaluate staffing patterns in the District Office of Business Services as related to its ability to respond to college requests. (10C.5)	Accomplished. The Technology Plan of Laney College will further illuminate this priority in the Spring 2006 Laney Technology Plan.
	10.10. Inform the Chancellor of the need to move the District toward fostering web-based communication strategies. (10C.5)	