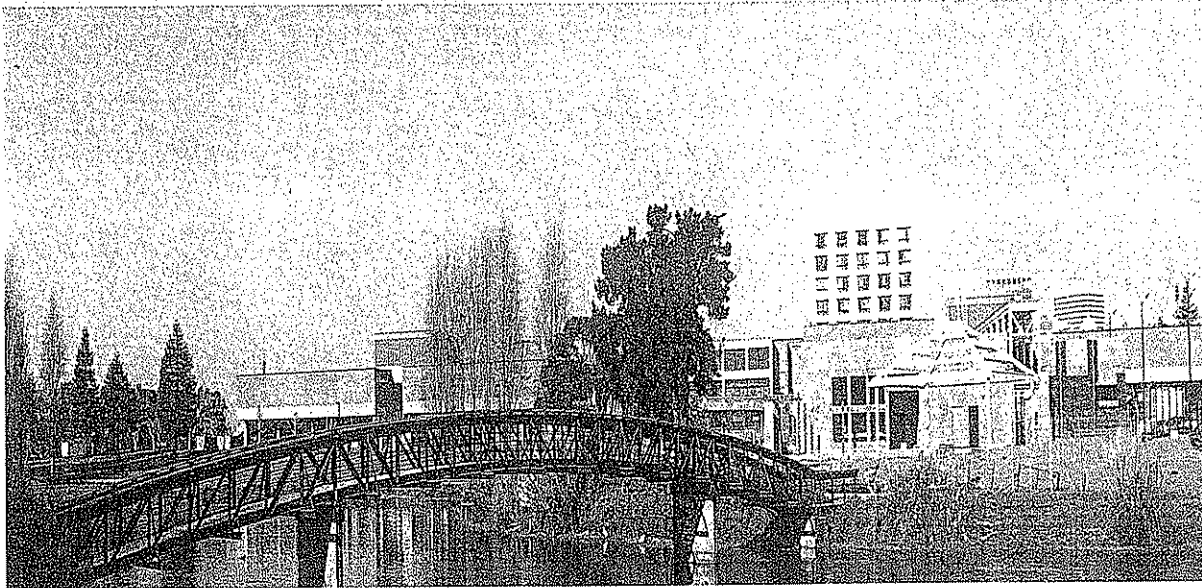# Laney College
## Focused Midterm Report
### November 1, 2006

Submitted by Laney College

900 Fallon Street, Oakland, CA 94607

to

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

FALL 2006

# Focused Midterm Report

## Submitted by

### Laney College
### 900 Fallon Street
### Oakland, California 94607

## To the

## Accrediting Commission for Community and Junior Colleges
## Western Association of Schools and Colleges

## November 1, 2006

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# STATEMENT ON REPORT PREPARATION

## College Preparation

This Focused Midterm Report is the Laney College report of (1) progress in meeting the comprehensive evaluation recommendations of the 2003 Accrediting Commission for Community and Junior Colleges Evaluation Team, (2) progress on special focused recommendations of WASC Accrediting Commission for Community and Junior Colleges (ACCJC)— Recommendations #4, District-wide integrated planning, and #12, Board of Trustees' Function— identified in the ACCJC's action letter of January 31, 2006, and (3) progress on issues reflected in its substantive change proposals and the 2003 Laney College Self Study Report.

This report is organized to provide a focused description of progress in achieving each one of the 14 recommendations identified by the 2003 Visiting Team of the Accrediting Commission for Community and Junior Colleges (ACCJC). This Report consists of a summary of each recommendation, observation, and conclusion of the 2003 WASC ACCJC Visiting Team, and the Laney College response to the team's recommendations, with a summary of the College's progress in addressing each recommendation. The summary of progress consists of an analysis of the results achieved, the next steps in the College's actions towards continued progress, and references to documents evidencing Laney's progress. The next section is a discussion of substantive change proposals that shall inform the 2007-2008 Laney College Self-Study. The subsequent section is an update on the Laney College planning agenda since the 2003 self-study—a response to self-identified issues—(details provided in Addendum C). Finally, the Addendum section provides key documents on the strategic planning processes of both the College and the Peralta Community College District.

## Background Informing the College Response to the Team's Recommendation & the Commission Action Letter

### Background Information Leading to the Focused Midterm Report
By May 2003, the Accrediting Commission for Community and Junior Colleges (The Commission) informed Laney College of the confidential findings of the WASC ACCJC evaluation team based on its visit March 18-20, 2003. The evaluation team found a range of educational, resource, and leadership variables consistent with the broad standards of the Commission, which resulted in a reaccreditation of the College. The evaluation team also verified that several recommendations had to be addressed by 2009 in order to assure the Commission that significant achievements were occurring that would support the central mission of the College, teaching and learning.

In the letter of June 29, 2006, the President of The Commission required Laney College to resubmit the Focused Midterm Report on or before November 1, 2006, for consideration at the January 2007 Commission meeting because the March 15, 2006 report was "incomplete and failed to address all of the recommendations made by the 2003 visiting team as required."

### Preparation Undertaken to Respond to the Recommendations of the WASC ACCJC 2003 Recommendations
In addressing the 2003 Visiting Team's recommendations, Laney relied on members of its Educational Master Planning Taskforce, the Planning and Research Committee and representatives of key shared governance bodies, including the presidents of the Faculty Senate, Classified Senate, and Associated Students of Laney College. The stakeholders provided their responses during calendar years 2005 and 2006 to the accreditation liaison officer, ensuring the completion of this document. Yet the preparation of the responses began earlier with the working material of a number of shared governance teams at the College and the District levels—all of which 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 actions that have occurred through October 2006. Finally, the report was shared with the Board of Trustees on March 14, 2006, and October 24, 2006, at its regularly scheduled meetings.

The findings discussed herein reveal significant progress in achieving each of the recommendations within the six-year period following the team's visit. In several instances, the College has resolved the recommendations. In the few instances where marginal progress has occurred, the College has clarified and updated the steps it will take to achieve each by 2009 as recommended. Below is the list of the Team's recommendations.

The College appreciates the work of the evaluation and visiting teams and the feedback provided. When the WASC ACCJC letter of warning was received in January 2005, it was taken seriously by the College and District leadership, which ratcheted up collaborative efforts to solve the outstanding recommendations. The Laney President assigned the highest priority to working with the District to respond to each District-level concern. He assigned nine college representatives from

among the faculty, staff, and administrators to work with the District. They included representatives of each of the major governance groups—Faculty Senate, Classified Senate, Associated Students of Laney College, College Council, and the Laney College President's Advisory Council. Further, representation was assured from the planning committee, Budget Advisory Committee, Faculty Prioritization Committee, Facilities Planning Committee, Instructional Equipment Committee, Learning Assessment Committee, and the Technology Planning Committee. As a result, the needs of Laney College could be (and were) reflected in and did influence the discussions and actions of the District-level bodies that addressed the outstanding recommendations.

The chief members of the groups working on the District-wide recommendations at the College and the District were:

**Recommendation #4:     District-wide Integrated Planning**

Faculty Representatives
| | |
|---|---|
| Joseph Bielanski, Jr. | Faculty Senate President/Vista (Berkeley City College) & District Academic Senate President |
| Evelyn Lord | Faculty Senate President/Laney |
| Gary Perkins | Faculty Senate President/Alameda |
| Tom Branca | Faculty Senate President/Merritt |
| Inger Stark | At-Large |
| Anita Black | At-Large |
| Michael Mills | PFT President |

Classified Senate Representatives
| | |
|---|---|
| Nancy Cayton | Classified Senate President/Vista (now Berkeley City College) |
| Wandra Williams | Classified Senate President/Laney |
| Tony Hampton | Classified Senate President/Merritt |
| P.J. Santos | Classified Senate President/Alameda |
| Sheryl Queen | Classified Senate President/District Office |
| Local 790 Rep | (to be appointed) |
| Local 39 Rep | (to be appointed) |

Administrative Representatives
| | |
|---|---|
| Mario Rivas | VP Student Services/Vista (now Berkeley City College) |
| Elnora Webb | VP Instruction/Laney |
| Linda Berry Camara | VP Instruction/Merritt |
| Carmen Jordan-Cox | VP Student Services/Merritt |
| Evelyn Wesley | College President/Merritt |
| Shirley Slaughter | College Business Manager/Vista (now Berkeley City College) |
| Margaret Haig | Vice Chancellor, Educational Services |

Students
| | |
|---|---|
| Reginald James | Student Trustee (2006) |
| Lisa Watkins-Tanner | Student Trustee (2004-2005) |
| Rashad Andrews | Student Trustee (2004-2005) |

Ex Officio (non-voting)
| | |
|---|---|
| Judy Walters | College President/Vista (now Berkeley City College) |
| Odell Johnson | College President/Laney |
| Cecelia Cervantes | College President/ College of Alameda |
| Kerry Compton | VP Student Services/College of Alameda |
| Carlos McLean | VP Student Services/Laney |
| Wise Allen | VP Instruction/College of Alameda |
| Craig Hadden | VP Instruction/Vista (now Berkeley City College) |
| Linda Sanford | Dean of Instruction/Laney |

College Researchers (non-voting)
Gregory Golebiewski      College of Alameda
Connie Portero           Laney
Anika Toussaint-Jackson  Merritt

District Units (non-voting)
Trudy Largent            Vice Chancellor, Educational Services
Thomas Smith             Vice Chancellor, Finance and Administration
Andy Di Girolamo         Chief Information Officer (previous)
Gary Perkins             Chief Information Officer (current)
Sadiq Ikharo             Vice Chancellor, General Services
Jeff Heyman              Executive Director, Marketing/Public Relations
Jacob Ng                 Associate Vice Chancellor, International Education
Chuen-Rong Chan          Associate Vice Chancellor, Research/Institutional Planning
Alton Jelks              Special Assistant, Chancellor's Office
Howard Perdue            Associate Vice Chancellor, Admissions and Records

**Recommendation #12:    Long-term Liability Planning (Healthcare Costs)**

Edward W. (Bill) Withrow   Trustee (now Vice President of the Board of Trustees)
Elihu Harris               Chancellor
Thomas Smith               Vice Chancellor, Finance and Administration
Michael Mills              PFT President

**Recommendation #13:    Board of Trustees' Functions**

The Chancellor and the Board of Trustees with:

Thuy Thi Nguyen          General Counsel
Trudy Largent            Vice Chancellor, Human Resources

Laney College continues to work closely with the Peralta Community College District to improve on its District-wide integrated plan and planning process while continuing to address its planning responsibilities locally. The College, through its shared governance framework, has provided its own perspective regarding its collaboration with District functions and Board role and priorities. The recommendations dealing with the unfunded liability and Board of Trustee functions have been discussed in numerous meetings between the College and District, including the Board of Trustees, with the personnel of the District assuming the major responsibility. This Report describes the significant progress made.

## II  Focused Midterm Report Recommendations
(2003 ACCJC Visiting Team's Recommendations)

**#1:**  *Mission*. The team recommends that the College complete the revision [of] its mission statement in a timely fashion that will allow the new mission statement to drive the next college planning cycle. (Standards 1.3, 1.4)

**#2:**  *Academic Integrity*. The team recommends that the College develop and publicize a clear policy on academic integrity, and delineate the processes for adjudicating issues that arise in these areas for both students and faculty. (Standard 2.5)

**#3:**  *Laney College Planning*. 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, 2.A.3, 3.A.4, 3.B.1, 3.B.2, 3.B.3, 3.C.2, 3.C.3)

**#4:**  *Peralta Community College District-wide Planning*. The team recommends that a District-wide plan and an implementation process be created that are strategic and systematically integrate the educational, financial, physical, and human resources of the District. All planning processes should be inclusive of the four colleges and the 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 team also recommends that the chancellor ensure that the plan and the ongoing planning processes are communicated throughout the District. (Standards 3.B.1, 3.B.3, 3.C.1, 3.C.3, 10.C.1, 10.C.6)

**#5:**  *Technology to Improve Teaching & Learning*. The team recommends that the College determines ways to increase the use of technology to improve teaching and learning, a goal already specified under Strategic Direction V: Electronic Access, Automation and Technology and included in Laney College's Institutional Goal for 2000-2005. To this end, the College needs to address related infrastructure and institutional equipment needs, and faculty and staff training. (Standards 4.A.4, 4.D.5, 7.A.1, 7.C.1, 8.4)

**#6:**  *Learning Outcomes Assessment*. The team recommends that the College articulate a process for learning outcomes assessment and begin its implementation. (Standards 4.B.3, 4.B.5, 4.B.6)

**#7:**  *Distance Education*. The team recommends that the College take steps to ensure that courses it offers through distance education meet the same standards of rigor, quality, and educational effectiveness as courses offered on campus. (Standards 4.D.2, 4.D.6, 4.D.7)

**#8:**  *Administrative Turnover*. The team recommends that the College and District jointly address administrative turnover by filling interim and temporary positions as quickly as possible to provide administrative stability for the College. As part of its comprehensive planning process, the College should develop short-term and long-term staffing goals. (Standards 7.A.1, 9.A.1, 10.B.3)

**#9:**  *Hiring Process*. The team recommends that the College and District clarify and communicate their respective responsibilities for the hiring process and that the process be revised and streamlined for all categories of academic and classified staff. (Standards 7.A.1, 7.A.2, 7.A.3, 7.D.3, 10.B.3, 10.B.4, 10.C.3, 10.C.4, 10.C.5)

**#10:**  *Fiscal Computer Infrastructure*. The team recommends that the College and District immediately explore and obtain acceptable short-term solutions to fill in the gap in information posed by the District's current fiscal computer infrastructure. (Standards 9.B.1, 9.B.2, 9.B.3, 9.B.4, 9.B.5, 9.B.6)

#11: *Healthcare Costs*. The team recommends that Peralta Community College District 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 healthcare benefits (Standard 9.C.1)

#12: *Board of Trustees' Role and Function*. 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. 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.2, 10.C.3, 10.C.5)

#13: *Interim Chancellor*. 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)

#14: *Governance Committees & Structures*. The team recommends that the purpose and function, membership, and responsibility of District and college governance committees and structures be clearly defined. The team further recommends that college governance committees be linked to appropriate college and District governance structures. Furthermore, it is recommended that significant administrative and other constituent representatives from each of the District colleges be included, by policy, in the decision-making processes of key direct-wide organizational and governance committees. (Standards 10.B.5, 10.B.9, 10.C.3, 10.C.5, 10.C.6)

# Laney College Certification of the Accreditation Focused Midterm Report

November 1, 2006

TO:     Accrediting Commission for Community and Junior Colleges
Western Association for Schools and College
10 Commercial Boulevard
Novato, California 94949
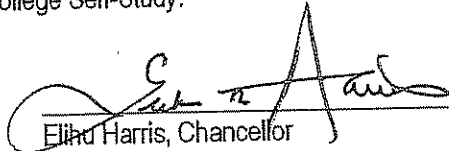
FROM:     Laney College
900 Fallon Street
Oakland, California 94607

SUBJECT: Focused Midterm Report

The Focused Midterm Report is required after the third year of the 2003 comprehensive evaluation visit at Laney College.
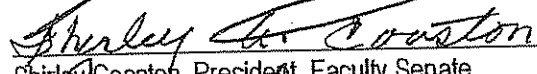
We certify that the Focused Midterm Report is an accurate reflection of the institution's progress toward recommendations addressed in the WASC ACCJC evaluation team's recommendation with special focus on the District-wide integrated planning and Board of Trustees' functions and policy orientation recommendations, #4 and #12. This report also describes the progress in addressing the College-identified concerns as expressed in the 2003 Laney College Self-Study.

Signed
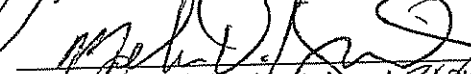
_____
Elihu Harris, Chancellor

_____
Linda Handy, President, Board of Trustees

_____
Dr. Frank Chong, President, Laney College

_____
Shirley Coaston, President, Faculty Senate

_____
Judy Cohen, President, Classified Senate

_____
Melvin Haywood, President, Associated Students of Laney College

_____
Dr. Elnora T. Webb, Accreditation Liaison Officer

# Laney College Report of Progress on Each of the Focused Midterm Report Recommendations
(Response to the Comprehensive Evaluation Recommendations of the 2003 ACCJC Evaluation Team)

## RECOMMENDATION #1 OF THE 2003 WASC ACCJC VISITING TEAM: *Mission*
*The team recommends that the College complete the revision [of] its mission statement in a timely fashion that will allow the new mission statement to drive the next college planning cycle. (Standards 1.3, 1.4)*

### Observations & Conclusions of the 2003 ACCJC Visiting Team
The team observed Laney's 2002-2003 collegial process in "revising its mission statement." The team concluded that "the current mission statement complies with the accreditation standard, and the evolving mission statement should do so as well." They also concluded that "the current mission statement is not linked to and does not drive institutional planning or decision-making and, as yet, there is no evidence that there is an institutional mechanism to review the mission statement on a regular basis or to ensure its use in future planning and decision-making processes" (2003 Team Report, p.9).

### College Response to the Team's Recommendation

#### Progress to Date
The Laney College mission statement was reviewed and updated. The new mission statement was approved by the College through the formal shared governance process in Fall 2003, and approved by the Board of Trustees on January 13, 2004.

### Analysis of Results Achieved to Date
The current mission statement reads "*Laney College is an institution in Oakland, California, providing lifelong learning opportunities in academic and career programs to diverse cultural and social-economic communities. The College fulfills this mission by offering optimal student support services and working with other organizations to address the social and global educational needs of our community to maximize access and student learning outcomes*" (Laney College Catalog, p. 4) This statement was approved by the College Council on December 10, 2004, and it resulted from a thorough review process.

This process began with the College President leading a college-wide retreat in April 2002. "Subsequent to the retreat several college taskforces and workgroups convened on a regular basis, during the 2002-2003 academic year, to develop college values statements, a college vision statement, strategic directions and goals and a conceptual framework for planning, which includes strategic and operation plans and institutional priorities that will integrate into the budget development process." (See December 17, 2003 Memorandum to the Chancellor Elihu M. Harris by President Deborah G. Blue). As part of this effort, the President established a Work Group on Mission, which consisted of faculty, staff, administrators and the President. Spring 2003 and Fall 2003 work sessions of this Group entailed reviews of the Laney College context and culture with a central focus on the needs of the external and internal communities. This Group led focused discussions college-wide at a Laney College retreat, through use of two institution-wide surveys, and discussions with groups of the College's stakeholders during staff development day, College Council, and other meetings. This work culminated in the second annual college-wide retreat on May 2, 2003, allowing for direct input in the crafting of the Mission by all members of the College. The Mission "was validated and approved through the Participatory Governance structure at the College, including the Faculty Senate, the Classified Senate, Associated Students of Laney College, the College Council, the Administrative Leadership Council, and the Laney College Policy Advisory Council.

The Mission was drafted to reflect the values and overarching vision of the College while being consistent with the State mandate for a comprehensive community college.[1] Importantly, it provides a broad context within which the strategic directions of the College are illuminated while clarifying to the greater community our chief purpose and responsibility for providing high quality educational programs and services to meet their needs. In doing so, the public can better hold Laney accountable (Standard 1.3).

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[1] The final mission statement also complements the mission statement of the District, which is "to provide accessible, high quality adult learning opportunities to meet the educational needs of the multicultural East Bay community".

The new mission statement was completed in a timely fashion so that it could be used as the guiding framework for the planning process that was piloted in Spring 2004 and fully engaged during Fall 2004. With unanimous approval, it is now found in strategic locations, including within College reports, the College catalog, and the Laney College web site. It guides unit level program reviews as it and related strategic directions are central to the goal-setting of all units of the College. In addition, it has informed the District strategic plan, including its strategic directions and goals (Standard 1.3).

### Next Steps

1. The College has adopted a three-year cycle for review and revision of the mission as needed. This cycle corresponds to the College's three-year planning cycle. The College mission statement that will undergo evaluation through the shared governance process during Spring 2007 to determine if revision is necessary. If changes are deemed necessary, then they will occur with approval by the College and the Board of Trustees by Fall 2007 (Standard 1.4).

### Documents

1. Laney College Shared Governance Framework
2. Laney College Strategic Master Planning Framework
3. Program Review Instructions
4. Laney College Catalog
5. Laney College Website

**RECOMMENDATION #2 OF THE 2003 WASC ACCJC VISITING TEAM:** *Academic Integrity*
*The team recommends that the College develop and publicize a clear policy on academic integrity, and delineate the processes for adjudicating issues that arise in these areas for both students and faculty. (Standard 2.5)*

### Observations & Conclusions of the 2003 ACCJC Visiting Team

The team concluded that "in contrast to the well defined academic freedom policy, college documents addressing academic integrity and responsibility for students do not fully define free pursuit of learning, dishonesty or misconduct; the College provides only detailed discipline and grievance policies for students. Conversely, no adjudication process exists for faculty (2003 Team Report, p. 11).

### College Response to the Recommendation

#### Progress to Date

Laney has made significant progress to address the deficiencies identified in this recommendation. Laney College has engaged a process and has established a timeline to complete its "clear policy on academic integrity" for students and faculty by Spring 2007. The process consists of the establishment of a work group of the Office of Instruction and the Faculty Senate, the Academic Integrity Taskforce, to develop a "well defined academic freedom policy." The Taskforce is determining the gap that exists between an ideal policy and practices and the current parameters informing academic integrity at Laney College. It is researching best practices of other comparable community colleges and gathering salient facts about the needs of students and faculty at Laney College.

To date, Laney College has provided faculty and students with clearer expectations—that are embedded within explicit policies and procedures—concerning the principles of academic honesty and the sanctions for violation—addressing a broad range of academic integrity matters (Standard 2.5). The College has identified integrity as a chief value, and defined it as Laney's "commit[ment] to nurturing campus trust by holding ourselves accountable to the highest standards of professionalism and ethics." This definition has been disseminated it throughout the College (see Shared Governance Framework, 2002).

This definition has informed students' right to the pursuit of learning and their obligations to function appropriately within this educational setting. Specifically, Laney has defined:

Academic freedom and freedom of speech. (See the Laney College 2005-2007 Catalog pp. 53-60 where these terms are defined and procedures for adherence to these standards are provided);

Student code of conduct, discipline, and due process rights. (See the Laney College 2005-2007 Catalog, pp. 64-68 where the student code of conduct, forms of discipline, definitions, types of suspensions, and hearing procedures are provided);

Processes for adjudicating issues that arise for students. (See the Laney College 2005-2007 Catalog, pp. 60-64 for student grievance procedures noting the grounds for filing student grievances, definitions, the grievance process, appeals, and time limits);

Academic accommodations policy and procedures, which detail the: (1) policy for students with disability; (2) implementing procedures for Board Policy 5.24; (3) process to request services; (4) processes for meeting GE, major, or certificate requirements; (5) process for evaluating substitution/waiver requests; and (6) grievance procedure as found in the Laney College 2005-2007 Catalog, pp. 69-72.

This updated policy and procedures[2] for students are in addition to the previously defined academic freedom policy—the "Agreement Between the Peralta Community College District and the Peralta Federation of Teachers, July 1, 2004-June 30,

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2 These policies, definitions and procedures are communicated in the Laney College Catalog and the Student Handbook—disseminated to all students at the College— (and essential sections within the Class Schedules), all of which are posted on the Laney web site. Related, the process for adjudicating issues that arise from this policy is established and publicized in both the Catalog and an administrator/manager's manual, and referenced in the Faculty Handbook.

2007", and found in the PFT contract, Article 4, page 4. The adjudication procedures for faculty are also established in this Agreement (see pages 37-41). Thus, half of the recommendation has been addressed, and the Academic Integrity Taskforce is working on the balance, including the procedures for addressing faculty dishonesty.

During the academic year 2003-2004, substantive discussions about a comprehensive academic integrity policy occurred between the Vice President of Instruction and the President of the Faculty Senate, with subsequent discussions among the members of the Faculty Senate. The intent was to draft and approve an *Academic Integrity* resolution by the Faculty Senate and ensure efficient communication throughout the College community about (1) the policy and procedures for enforcing the policy, and (2) the best practices found to illuminate the established values of the College—that encompass honesty, respect, trust, fairness and accountability.[3] To date, a resolution draft has been crafted and discussed in 2003-2004, yet were placed on hold.

This year, College-level discussions have resumed to ensure achievement of a broad policy on academic integrity at Laney College, and they began with the recent permanent appointment of the Vice President of Instruction and the new President of the Faculty Senate. The previous resolution draft is being revisited by the Taskforce, which has participants representing the student services counseling department and the Associated Students of Laney College.

On Thursday, September 28, 2006, the Vice President of Instruction discussed the matter with the Department Chairs and confirmed faculty members who will work within the Faculty Senate to develop a responsible policy. Additional actions have occurred to achieve the desired result through the shared governance process of the College by Spring 2007. They include the Faculty Senate addressing "Academic Integrity" during its Tuesday, October 3, 2006, meeting and the College establishing a faculty/student/administrators taskforce on Academic Integrity, which is researching, reading and analyzing best practices and proposing a viable policy. In addition, this Taskforce is revisiting the procedures in place to determine if improvements are needed. Also, it is ensuring that the procedures for ensuring academic integrity for faculty are more clearly delineated. A diverse range of sources from within higher education is being used including the nationally recognized *Center for Academic Integrity*.

## Analysis of Results Achieved to Date

Laney College will have its policy on academic integrity by February 2007. This policy will delineate how the processes for adjudicating issues that arise for both students and faculty are aligned with it.

## Next Steps

1. Approval of a Laney College policy through the shared governance process on or before Spring 2007;
2. Posting of the policy and procedures on the Laney web site;
3. Incorporating the policy in training plans;
4. Applying the policy at the College by Spring 2007; and
5. Reporting on the effectiveness of the process in the March 15, 2007, Progress Report to the Accrediting Commission of Community and Junior Colleges.

## Documents

1. Laney College Catalog, 2005-2007
2. Laney College Shared Governance Framework, 2002
3. Agreement Between the Peralta Community College District & Peralta Federation of Teachers, July 1,2004-June 30, 2007

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3 Towards ensuring integrity, these values are communicated in planning, procedural, educational documents of the College (see the Laney College Shared Governance Framework as one example).

**RECOMMENDATION #3 OF THE 2003 WASC ACCJC VISITING TEAM:** *Laney Strategic Master Planning*
*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, 2.A.3, 3.A.4, 3.B.1, 3.B.2, 3.B.3, 3.C.2, 3.C.3)*

### Observations & Conclusions of the 2003 ACCJC Visiting Team

The team observed focused efforts college-wide, and it concluded that Laney College "partially complies with this accreditation standard, with serious deficiencies of a long-standing nature in the area of systematic and integrated planning." The team urged Laney to increase the involvement of all stakeholders in the planning process, improve its plans reflecting its mission statement, and appropriately link all planning to resource allocation at the College and District levels (2003 Team Report, p.12-14). The team concluded that "The College should continue implementation of the strategic planning model and link the long-term goals and annual objectives with annual planning and program review results that should drive the budget. (2003 Team Report, p. 18).

### College Response to the Recommendation

#### Progress to Date

As confirmed by the Accrediting Commission of Community and Junior Colleges in its letter of June 25, 2004, Laney College has made significant progress to fully implement a meaningful, systematic and comprehensive institutional strategic plan driving the allocation of resources to (and within) the College. The College continues to be steadfast to involve all stakeholders in the planning process, align planning with the college mission, ensure program reviews inform institutional priorities, and allocate resources based on institutional planning priorities.

#### Planning Driven by College Stakeholders

Laney College uses its planning framework to engage all stakeholders of the College in the planning process (see the Laney College Progress Report of October 2005 for a detailed description of the Laney College planning process). Developed by the Educational Master Planning Taskforce of faculty, administrators and classified staff, the plan and the planning process resulted from the direct involvement of over 500 Laney professionals and students at college retreats, College Council and other shared governance meetings during the Academic years 2002-2003 and 2003-2004.

The planning process has involved a program review-driven process that consisted of all units of the College using established criteria to thoroughly assess the efficacy of educational efforts while identifying needs and priorities. This process successfully engaged the faculty, administrators, and a significant percentage of the classified staff at the departmental, program, and divisional levels as well as through the varied resource-focused shared governance committees. By Spring 2006, the majority of the departments, programs, and service areas of the College—in the Office of Instruction and the Office of Student Services—had conducted assessments of their progress in achieving the established objectives (and updated their program reviews) of Fall 2004. By Spring 2006, the priorities of each unit was incorporated within the resource-driven shared governance committees (see <u>Resource Allocation Decisions Aligned with Planning</u>, p. 12), thus facilitating discussions among administrators, faculty, and staff across the College about College-wide needs and signature initiatives that further informed institutional priorities.

Currently, the process is being improved on by a team of governance group leaders and administrators with input from several planning committees, including the Planning and Research Committee. The improvement is based in part on the responses of Laney employees, who discussed their experience with the process with administrators, department chairs and program coordinators. Analyses of the results are ongoing and are being reviewed by the shared governance team of the College, the College Council. The result of this effort will inform the update of the 15-year educational master plan of 2001-2016. In addition, the Educational Master Planning Taskforce (now Committee) continues to meet monthly in part to

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Note: Footnotes numbered 4-19 have been removed from the document.

develop the operating framework of the Planning and Research Committee and a report of institutional needs is informing improvements to the integrated strategic planning process.

## Planning Aligned with Mission

*Laney College is an institution in Oakland, California, providing lifelong learning opportunities in academic and career programs to diverse cultural and social-economic communities. The College fulfills this mission by offering optimal student support services and working with other organizations to address the social and global educational needs of our community to maximize access and student learning outcomes.* Laney College Mission, 2002.

Salient aspects of the mission are its emphasis on the College providing lifelong learning opportunities for diverse constituents and providing support services to optimize student access, readiness and success. Also significant in this statement is the comprehensive nature of its educational offerings inclusive of transfer- and career-oriented educational programs. The strategic directions and goals, the planning process, and the criteria for program reviews are established to ensure progress towards achieving the mission of the College. Together, these College priorities are organized the *Laney College Participatory Governance and Administrative Structures* document.

The College's strategic directions and goals evidenced created a planning focused on achievement of the mission and institutionally improvement strategy. The focus of the directions are on: (1) using factual data to inform practice and improve efforts via *institutional research and planning*; (2) proactively encouraging and providing the institutionalized forums for stakeholders to contribute to sound governance of the College via *participatory governance*; (3) holding responsible stakeholders for the success of the College as is reflected in the goals for *institutional effectiveness*; (4) developing and implementing student success strategies to *strengthen academic and student support programs*; (5) increasing the use of a range of instructional and administrative technologies to improve teaching and learning and enhance administrative efficiency through improvements in *electronic access, automation, and technology*; (6) strengthening the human resource base throughout the College through concerted efforts within *human resource and professional development*; and (7) providing a welcoming college environment conductive to learning, work productivity, and overall institutional effectiveness via improvements to *physical facilities*. (The planning process is driven by the mission of the College. See p. 8 of Appendix A). These goals bridge the College mission to the program review and development of unit work plans.

## Institutional Priorities Informed by Program Reviews

Program reviews are at the heart of planning process of Laney College. During Fall 2004, the College implemented college-wide the full program review process (See Laney College Midterm Report of October 2005, Standard 3.A.3). Using established criteria and research data on internal and external variables, all units of the College engage in thorough assessment of their efforts in relationship to the overarching mission of the College. While focused on their effectiveness in meeting priorities and needs, these units identify gaps and establish priorities to strengthen their efforts. These priorities are carried forward to inform the priorities at the divisional level, which then inform the priorities of the College. Ultimately, they influenced the resource allocation decisions. (The program review process and the overall planning framework has been disseminated throughout the College community and discussed in shared governance forums. It is now found on the Laney web site. Standard 3.B.1.)

## Resource Allocation Decisions Aligned with Planning

The planning committees on facilities, faculty prioritization, instructional equipment and technology improved their processes for recommending the allocation of resources based on Laney's explicit priority for planning—with program reviews central to this effort. Requiring program reviews to inform resource requests has increased the quality of Laney's planning process. Also, it has integrated incentives within the strategic planning process while ensuring integrity in the resource allocation process. After substantive reviews, priority-setting and work plans are developed at the unit and division levels, which inform institutional priorities and implementation strategies that are illuminated with resource requirements. These resource requirements, informed through the program-review process, are provided to the various resource planning committees. These committees weigh the strength of resource requests based on this data. For example, the Faculty Prioritization Committee, which recommends faculty hiring priorities to the College President, uses the priorities that result from the unit level program reviews to inform its recommendations. Comparable actions are in play within the Instructional Equipment Committee, the Facilities Planning Committee, the Technology Planning Committee, and Budget Advisory Committees of the College. These efforts are undergoing review to strengthen the link between priorities and resource allocation decisions.

As these committees are the primary sources of discretionary dollars, they rely on the comprehensive evaluations conducted by the departmental/program units of the College to inform resource allocation decisions (Standard 3.A.4, 3.B.2). Thus, they are influencing the planning process, program reviews in particular.

Laney continues to make progress in achieving college-wide involvement in the strategic planning process. The prominence of this planning process is maintained and has been reinforced by the June 2006 passage of Measure A—a $391 million facilities bond for the Peralta Colleges, which provides essential resources that will be augmented by State of California (and other sources of) capital improvement funds.

The following are central to the planning at Laney,

A research and planning officer was assigned from the District to the College in November 2005 (Standard 3.A.2); The College worked with the District Office of Institutional Research; the research and planning officer secured the essential data that was provided to each unit along with the planning framework and guidelines for conducting the program review all of which informed the comprehensive review of each program/service area during Academic Years 2004-2005 and 2005-2006 (Standard 3.A.1);
Program reviews were conducted by educational programs and service areas of the College Fall 2004 and progress reports were completed Spring 2006 (Standard B.3);
Priorities flowed from those program reviews along with benchmarks and assessment tools and evaluation mechanisms Fall 2004 and Spring 2006 (Standards 3.C.1, 3.A.4);
Division priorities developed from these efforts informed college-level priorities and improvements to the planning process as well as the priorities Fall 2004 and Spring 2006 (Standard 3.C.1);
Results from the College-wide program review process were shared with and discussed among shared governance groups, including the Faculty Senate and the College Council. These discussions evidenced the most salient issues of concern while also allowing constituents to realize that their issues were not unique, but rather shared (Standards 3.C.2, 3.A.4); and as noted above
Results were also codified and influenced the allocation of resources in several forums, including the Faculty Prioritization Committee and the Instructional Equipment Committee. The resulting data from the program reviews also informed the allocation of time and technology-related resource support of the instructional and student services divisions (Standards 3.C.2, 3.C.3, 3.A.4).

As Laney's planning and resource allocation practices becomes better integrated with the strategic planning processes of the District, the College will improve its ability to efficiently transmit institutional priorities, resource demands, and supportive systems. The College is also improving its participatory governance decision making capacity. In the meantime, the District-wide implementation process plan of the integrated strategic master plan has been approved. It will be tested during Spring 2006 to ensure that the path from program reviews and priority setting at the college level is supported by sound resource allocation decisions at the District level—and all are informed by a rigorous evaluation effort. This path focuses on ensuring that the priorities of the College appropriately inform the resource allocation decisions of the College—as is being documented—, and they inform fully the resource allocation decisions of the District.

**Analysis of Results Achieved to Date**
The College is improving the integration of the planning functions as it maintains high priority for planning. In further improving the planning process to render more systematic results, Laney decided on a two-year program review cycle with annual updates. (The process is fully illuminated in the Laney College Strategic Planning Framework in Addendum A and in the Laney College Progress Report of October 15, 2005). Thus, beginning Spring 2007, all programs and services are once again undergoing program review as part of the full implementation of the planning process.

The College is improving the planning process based on its assessment of effectiveness while ensuring that its efforts inform and are consistent with the District-wide strategic planning priorities and processes (see Minutes of the Instructional Council Fall 2005, Spring 2006 and Fall 2006).

The plan incorporates the essential resource-related components by (1) conducting assessment of institutional strengths, weakness, opportunities, needs, and threats while conducting program reviews college-wide, (2) sharing the results of the assessments and program reviews college-wide, (3) obtaining critical information/recommendations via the analysis of the

assessment and the program reviews, and (4) identifying and locating the resource needs within goals setting documents which follows the program reviews. In general, this ratcheting up of the planning process helped stakeholders perceive that it was much more probable that their needs would be addressed in support of the educational agenda of the College.

## Next Steps

1. Strengthen the involvement of all stakeholders in the planning process at Laney through use of more incentives;
2. Strengthen the Laney College mission by simplifying the language;
3. Improve the College-wide links to District-wide resource allocation plans by testing the process; and
4. Document results of linkages between the program review process and campus-wide planning processes of the planning committees (i.e., Facilities Planning, Faculty Prioritization, Instructional Equipment, Technology Planning, including describing how the work of those committees aligns with the planning priorities and processes.

## Documents

1. Laney College Progress Report to WASC ACCJC, 2005
2. Laney College Strategic Master Plan Framework
3. Planning Committee Guiding Framework
4. Resource Allocation Procedures of Laney Taskforces & Committees
5. Divisional Priorities and Program Review Progress Reports
6. Unit Level Program Reviews, Planning Priorities, Work Plans, and Progress Reports
7. Laney College Educational Master Plan
8. Resource allocation guidelines for the shared governance resource planning committees (i.e., Faculty Prioritization, Instructional Equipment & Library Materials Committee, and Technology Planning Committee)
9. Agenda and Minutes of the Resource Planning Committees
10. Agenda and Minutes of the College Council, Fall 2005
11. Agenda and Minutes of the Instructional Council & the Instructional and Student Service Council, Summer 2005-Fall 2006

**RECOMMENDATION #5 OF THE 2003 WASC ACCJC VISITING TEAM:** *Technology to Improve Teaching/Learning*
*The team recommends that the College determines ways to increase the use of technology to improve teaching and learning, a goal already specified under Strategic Direction V: Electronic Access, Automation and Technology and included in Laney College's Institutional Goals for 2000-2005. To this end, the College needs to address related infrastructure and institutional equipment needs, and faculty and staff training. (Standards 4.A.4, 4.D.5, 7.A.1, 7.C.1, 8.4)*

### Observations and Conclusions of the ACCJC Visiting Team
The Team referenced the College's "need for greater infusion of technology in the instructional programs." The Team concluded that "As a means to improve quality of instruction and increase student learning, the College should develop a plan for increasing the utilization of technology in its instructional programs. Infrastructure needs, instructional equipment, and faculty and staff training need to be addressed" (2003 Team Report, p.18).

### College Response to the Recommendation

#### Progress to Date

#### Developing the Plan to Improve Technology
Laney College has increased the use of technology to improve teaching and learning as reflected in its goal, Strategic Direction V: Electronic Access, Automation and Technology, which is included in Laney College's Educational Master Plan for 2001-2016. The Laney College Technology Planning Committee is charged with making recommendations to the President on how to achieve this goal. In doing so, the members work in collaboration with Office of Instruction, the Faculty Senate, and the District Information Technology Service Center. Together, they have carried out activities that improved the infrastructure, addressed institutional equipment needs, and provided training for faculty and staff. Using the Technology Planning Committee, the College is planning a gap analysis using survey data from faculty, staff and students by 2007-2008 and using a study of high-quality technologically-equipped higher educational institutions and employers to develop an effective path to significant progress on this recommendation.

#### Utilizing Technology in Instructional Programs
An increased number of instructors report using automated technologies of the College for instructional purposes. For example, use of instructional computer labs to conduct online work in all areas of study has increased for students and instructors. More instructors are using interactive software (e.g., Interactive English, Kurzweil) as portable teachers, thus placing the software on computers in instructional labs of the College and considering more innovative ways to facilitate student learning. Towards this end, the College has increased the level of staff support to ensure proper access, oversight, maintenance, and support. As a means to begin to address this, in 2004-2005, the College received a second College Network Coordinator and is currently in the process of hiring two full-time computer network technicians Fall 2006. The College continues to pay attention to the overall need for more permanent professional-level computer experts to sustain the growing demand for instructional technology services (at least 14 per the 1999-2000 TTIP Report).

A study of technology at Laney College found that Laney College educators preferred a range of content delivery systems, including Blackboard and Web CT for instructional and learning purposes (Standard 4.D.5). Beyond computing technology, Laney educators require a wide range of other technologies that are industry-specific to improve students' capacity to successfully secure life-sustaining occupational employment roles. In general, Laney College has been responding aggressively to instructors' needs for more technological resources, including preferences for online communications and integrated instructional platforms to accelerate more effective learning among Laney students and vocational technologies to strengthen the gap between content, practice, and development of marketable competencies. The institution has plans to completely transform instruction consistent with student learning demands, and has increased its focus on partnerships that are helping to facilitate this in part by bringing in cutting edge-technology—including those found to be very complicated in the vocational technology/disciplinary areas of architecture, engineering, environmental control technology, and wood technology. Those partnerships include the National Science Foundation, the Lawrence Berkeley Labs, and the Carnegie Foundation for the Advancement of Teaching with the Hewlett Foundation.

<u>Improving the Infrastructure</u>
During 2002-2006, Laney College carried out continuous examination of its infrastructure. The examination determined that gaps existed in efforts to improve the nature and quality of the College's network backbone. It found that much of the College did not have the necessary cables or switches to produce a complete technology network; and the pre-existing equipment that was in place was up to seven years old. During 2004 and 2005, the District completely upgraded and expanded the cabling and switches to extend the network throughout the College and District; in doing so, it created a networked "enterprise." As part of this effort, data closets and distribution points had been established during 2003-2004 to make it possible to provide and deliver network services to the College and to connect with the District network system. Wireless access was provided to particular locations around the College, including the Library, the Student Center, and the outside quad. This review also found storage capacity less than adequate, which requires the ordering of additional network equipment to expand delivery and to provide backup and deployment capabilities to staff that support instruction and faculty in the instructional areas. In addition, a replacement program had to be established to guarantee effective maintenance of the infrastructure. (During Spring 2006 and Fall 2006, the District IT Department has been helping to address this in part by its new policies, agreements, and operational procedures that are rendering more direct support of the instructional technology needs of Laney College.)

<u>Securing and Using Instructional Equipment</u>
In the 2005-2006 study of conditions at the College, the Office of Instruction found an increase in the number of instructional facilities with equipment installed for delivery of multimedia presentations. For instance, out of the 53 lecture rooms, 50 now have at least TV monitors and projector screens when compared to the less than half in 2002-2003. (The Office of Instruction is planning for instructional technology in learning lab sites of the College.) In addition, marked improvements have occurred in the availability and quality of equipment in many of the applied technology programs such as Environmental Control Technology, Machine Technology, Graphic Arts, and Wood Technology. (For example, two new computer/program applications instructional labs were created in Machine Technology and Wood Technology.) The improvements have ensured use of more industry software and practices, the ability to meet industry standards, and greater preparation of students for careers, transfer programs, and life-long learning. Furthermore, all new contract faculty are provided computers, standard software, and offices that have direct lines to the Internet to ensure their access to essential online information and their ability to develop curricula to meet the learning needs of their students. Some faculty are using technologies in innovative ways to engage more students in the learning process (e.g., IPODs, PDAs, and other hand-held computing devices used for learning).

As part of the College's efforts to completely transform its learning environment, it has secured over $1 million in new technologies during the last two years. Recently, the College completed ordering of new technologies for the newly renovated James Oliver Writing Center and the new $14 million Art Center. With the help of the District, it is addressing strategically the needs of the College through development of a scheduled purchase, maintenance, and replacement program. This is facilitating the complete upgrading of the CIS, mathematics, Technology Center, and other instructional labs. It is also ensuring that an increased number of classrooms become fully integrated, fully equipped learning centers (i.e., SMART classrooms) with complete audio visual components, laptops, projectors, and other interactive technologies.[12] Furthermore, the faculty resource center designated to provide access to and training in technology, including multimedia, presentations and online course delivery resources, is being networked and equipped to meet the instructional development needs of faculty. The June 2006 passage of a bond initiative, Measure A, is assuring the College of the transformation of its learning conditions. (By Fall 2005, the College worked with the District to seek a way to augment its discretionary dollars to address its infrastructure and instructional equipment needs. As a result, a bond initiative, Measure A, was approved by voters in June 2006. It assigns a minimum of $120 million in facilities (including equipment) improvements to Laney College. This is the first major improvement to the College's buildings, furniture, and technologies since its creation. The developing facilities master plan of the District, which is informed by the relevant plans of its colleges, will drive the use of these dollars.) Using the jointly developed criteria of the District and its Colleges, use of these resources will be aligned with the strategic planning priorities of the College.

Improvements have been made in the area of staffing for the use of technology to support teaching and learning. As an example, by November 2006, Laney will have 6 full-time permanent computer technician/network-related professionals whereas in 2003, Laney only had 3. The current four (with temporary employees[15]) have allowed the College to increase its efficiency in responding to instructors' demand for computer repairs, unit-level demands for upgrading equipment, and College requirements to upgrade the technology infrastructure of the institution. It is an improvement as the College continues to achieve its proper staffing of its educational operations, including training needs. (The need includes maintaining 13 instructional learning (technology) labs, at least 1500 computers, 450 servers, and 400 printers for over 12,000 students, 420 faculty, and over 150 permanent and part-time classified staff. What make this more challenging is the requirement most of these few technical employees have for also addressing the needs of the 10 administrators and units staffed by at least 150 classified employees.) The current gap in addressing technical needs is reduced slightly in the web site development area as the District has assigned two web site trainers its four colleges.

Faculty and Staff Training
Training is supported by the District and Laney College as continued annual investments are made in professional development with release time and funding provided to faculty, classified staff, and administrators to develop their technical competencies using District, College programs as well as the expertise found at regional, State, and national level conferences, workshops, and seminars. These resources are further augmented by partnership agreements with businesses, industries, the K-12 Districts, and 4-year universities where practical training has been provided (i.e., Lawrence Berkeley National Laboratory, the National Science Foundation, the Carnegie Foundation for the Advancement of Teaching, the Hewlett Foundation, Oakland Unified School District, The City of Oakland's public access TV station). College supervisors encourage use of these resources by faculty in particular. Some resources are also available to classified staff. Rigorous ongoing training is organized for the technical professionals at the District level. Training materials for faculty are made available via online, through the College Technology Ambassador, Dr. Karolyn van Putten, who represents the California Educational Technology Collaborative (CETC) programs and services to faculty and staff employees. Some of these programs and services could be used to provide technology training to faculty and staff. With respect to distance education, several trainings proposed are directly relevant to preparing for teaching online and for using online course management tools (www.cccetc.org). District maintains its free tuition program for all employees, allowing each to enroll in relevant classes to enhance knowledge and skills. Together, these resources affect a growing number of faculty and staff who require technology related training to improve the quality of instruction and learning for the over 12,000 students at Laney College (Standards 7.A.1, 7.C.1).

**Analysis of Results Achieved to Date**
The College is focused in its work to reduce all constraints in the area of instructional technology in order to promote effective instructional practices that strengthen student engagement in the learning process, and thereby student learning. The advocacy work of administrators, faculty and staff has led to an expansion of access for students with regard to lab hours, directions from instructors, and learning resources available. The Instructional Labs Taskforce in particular invested over a year in its critical review of the instructional computing labs in order to develop viable policies and procedures for their use. A benefit of this and many other efforts is focused assessment on needs, which initially resulted in securing a second college network coordinator and is increasing the number (and skill levels) of computer network technicians by two in the instructional labs. The Technology Planning Committee in particular urged the development and work of the Instructional Labs Taskforce of the Faculty Senate, the links to District efforts, the formation of an action plan for developing the College's infrastructure for instructional (and administrative) purposes, and advocating strongly with the District for improved web sites and means to train faculty on effective practices. Chief among the critical resource needs that the College identified are staffing, training, online platforms for instructional purposes, and equipment technologies for the classrooms.

## Next Steps

The College has established the following priorities to ensure significant improvements to the technology infrastructure for educators and students:

1. By Spring 2007, produce the Laney College Technology Plan as part of the Educational Master Plan to ensure development of a comprehensive technology infrastructure, complete with sound purchasing system, maintenance, refurbishing and recycling program, as well as a plan for equitable deployment of lab services that allows for continuous access for students, faculty and other employees.
2. Work with the District IT to establish concrete plans to improve the infrastructure of the College. Currently, an infrastructure program to replace outdated technology is being planned for within District IT. Yet new facilities and more staffing are essential to provide dedicated open technology labs for ongoing use. Importantly, highly integrated technology classrooms are necessary to accelerate learning, especially among a more demanding student population.
3. Work with District IT to improve access to electronic information. By Spring 2007, the College expects the District to render Laney fully wireless to allow educators and students to access essential instructional and learning resources from any location throughout the College 24/7. In doing so, the infrastructure of the Cyber Café, the Writing Center and key areas of Culinary Arts will be completed. (The Art Center is already completed.)
4. Work with District IT to provide PeopleSoft training and solutions for the conversion gaps for Purchasing, HR records and Financials.
5. Expand the instructional/learning online platforms available to Laney educators by 2008.
6. Report on the use of Measure A and categorical funding to improve instructional technology.

## Documents

1. Agenda and Minutes of the Technology Planning Committee
2. Laney College Strategic Planning Framework
3. Instructional Labs Taskforce Program Review Report

**RECOMMENDATION #6 OF THE 2003 WASC ACCJC VISITING TEAM:** *Learning Outcomes Assessment*
*The team recommends that the College articulate a process for learning outcomes assessment and begin its implementation. (Standards 4.B.3, 4.B.5, 4.B.6)*

### Observations & Conclusions of the 2003 ACCJC Visiting Team

The team observed that Laney College has improved shared governance and access to educational technology to enhance learning programs and increase student learning. It also observed that "The College has not made public expected learning outcomes of its degree and certificate programs. A system for collecting and evaluating evidence of student learning throughout program completion is not yet in place. While steps have not been taken in this regard, the Vice President of Instruction plans to take a group of Laney College faculty members during Spring 2003 to a special external workshop focusing on learning outcomes" (2003 Team Report, p.17). The Commission concluded that "The College needs to implement a process to address learning outcomes. The process should lead faculty to articulate learning outcomes for its programs, including the General Education program, and to determine ways to collect and evaluate evidence of student learning throughout program completion" (2003 Team Report, p. 18).

### College Response to the Recommendation

#### Progress to Date

Progress has been made to address this recommendation, providing a solid foundation for establishing learning outcomes and assessment practices college-wide. A small team comprised of the Vice President of Instruction and faculty attended a training sponsored by WASC ACCJC in January 2004. Thereafter, this team developed a framework for operating, which reflected collaboration between the Office of Instruction and the Faculty Senate, The Learning Assessment Committee of the Faculty Senate. The objective was to engage a bottom-up faculty-driven approach to learning about and developing student learning outcomes. By Spring 2005, the Committee had articulated a process for discourse among faculty (and begun its implementation) to help them develop learning outcomes and assessment practices. By Fall 2006, all of the initial objectives have been achieved (Standard 4.B.3). The process has entailed:

* Brown bag lunch series to introduce and discuss learning assessment and learning outcomes;
* Carrying out a college-wide survey (pre-inventory knowledge and use of learning assessment tools and development of student learning outcomes) to the campus community using various mediums including the College web site;
* Communicating the results of the efforts on line (on the web);
* Conducting *work*shops during professional development days (and during other times of the academic year) to engage faculty in studying, designing, and sharing learning outcomes while critically analyzing assessment instruments;
* Working with instructors to develop student learning outcomes for their syllabi;
* Providing insights to the Curriculum Committee about this effort to develop learning outcomes and assessment practices. (In some departments, learning outcomes and assessment practices are already required. The Faculty Senate and the Office of Instruction are providing support to ensure this result.); and
* Sharing insights including best practices with all faculty of the College.

Leading up to these efforts were other activities at the District and college levels including:

* Laney College through the District Staff Development, brought in an expert from Pima College during 2003-2004, who had presented at WASC organized workshop;
* Laney College administrators and faculty participated in a vocationally oriented learning outcomes workshop facilitated by Dr. Norton Grubb as part of the Chancellor's Office Initiative in Berkeley, California during 2003-2004;
* Laney College Vocational Technology Division sponsored a series of hands-on workshops during the last two years;
* Participation in the Research and Planning Group workshops of 2004 and 2005 at several community college sites including Ohlone College and Santa Rosa Junior College;
* The District-wide SLO workshop given by Janet Fulks and Kate Pluta from Bakersfield College in August 2004;
* The shared coordination of a District-wide workshop on program outcome mapping by Dr. Ruth Stiehl on August 15, 2005 and at follow up sessions;
* Active participation in a discipline-specific follow up discussion involving several disciplines;
* Faculty Senate passed a resolution supporting the Memorandum of Understanding on the learning assessment philosophy, Spring 2006; and

○ Attending the San Diego Student Success Conference in October 6-8, 2006, organized by a broad team of community college stakeholders and affiliated organizations.

Analysis of Results Achieved to Date

This educational process was useful and instructive because it relied on faculty who researched, critically discussed, and employed practices that were effective. It resulted in increased engagement among faculty at the College. The process consisted of a vertical structure driven primarily by faculty in a faculty and educational administrator partnership. During 2005-2006, all 130 contract faculty and 288 hourly faculty received information about workshops, and were surveyed to discern their knowledge of learning assessment and student learning outcomes. In addition, they were encouraged to study assessment options and develop learning outcomes. Yet missing has been an overarching framework established for the College at large in order to develop institution-, program-, and course-level learning outcomes and assessment plans.

This Fall 2006, the College, led by the President and the Office of Instruction, has established its goal to develop a learning assessment plan for Laney. It will develop learning outcomes for the degree and certificate programs and practices for documenting the results of student efforts in achieving those shared learning outcomes (Standard 4.B.3). It is building on its efforts during the last two years with the District and State level workshops on student assessment facilitated by a District-wide collaboration and the College work facilitated by the Learning Assessment Committee, college working sessions on this topic within departments and across divisions (i.e., Vocational Technology) facilitated by administrators and outside experts such as representatives of the Research and Planning Group. Program review procedures are being updated to require development of learning outcomes per program/departmental unit with corresponding assessment practice/s, and they are expected to be used beginning Academic Year 2007-2008.

Next Steps

Fall 2006, Laney will complete the development of its timeline for designing learning outcomes for all courses and programs as well as outcomes for the College. The following efforts will inform this result:

1. The Executive Council and Administrative Leadership Council, led by the President, will establish a plan for developing institutional learning outcomes and assess progress and results by Spring 2007;
2. The Office of Instruction will continues its work with the Faculty Senate through the Learning Assessment Committee and with the department chairs to develop program and course level student learning outcomes, and to have them "published" on syllabi and on the department websites;
3. The Office of Student Services will work with their assessment of programmatic units and the Office of Instruction to develop unit level learning outcomes by academic year 2007-2008;
4. The Learning Assessment Committee will continue to carry out its formal and informal training sessions and regularly publish on its web site, via electronic mail and distributed mail, its plans, activities, and accomplishments;
5. The College will use the newly updated program review procedures to require development of learning outcomes and assessment practices by all units beginning Fall 2006;
6. The College will continue to assign a faculty to chair the Learning Assessment Committee to provide leadership in the professional development of learning outcomes and assessment practices; and
7. Once developed, each unit of the College will assess learning outcomes per academic year, regularly reporting results.

The College leadership would like to accelerate these efforts, yet it recognizes the needs to provide more comprehensive, focused education to college constituents and the need to secure the permanent administrative leadership required to address these areas effectively as four of the 10 administrators are interim. By the end of academic year 2007-2008, the College expects to facilitate progress with its assessment results evidencing (a) students completing degree programs demonstrate competence in the use of language and computation (Standard 4.B.5) and (b) institutional documentation of the technical and professional competence of students completing its vocational and occupational programs (Standard 4.B.6).

Documents
1. Laney College Learning Assessment Committee Agenda, Minutes & Web site
2. District Staff Development Plans of Spring 2004, Fall 2005
3. College of Alameda, Berkeley City College, Laney College, Merritt College Principles of Assessment of Student
4. Learning Outcomes: A Peralta Community College District Memorandum of Understanding, May 2006.

**RECOMMENDATION #7 OF THE 2003 WASC ACCJC VISITING TEAM:** *Distance Education*
*The team recommends that the College take steps to ensure that courses it offers through distance education meet the same standards of rigor, quality, and educational effectiveness as courses offered on campus. (Standards 4.D.2, 4.D.6, 4.D.7)*

### Observations & Conclusions of the 2003 ACCJC Visiting Team
*The team recognized the growing interest of faculty in distance education and Laney College's knowledge of the need to "ensure the quality of distance education offerings and ...to develop processes and practices to ensure that quality." (2003 Team Report, p. 16). The team concluded with this recommendation and made clear that "the College needs to determine if the student success rate in distance education offerings is equal to the success rate in courses on campus" (2003 Team Report, p.18).*

### College Response to the Recommendation

### Progress to Date
Some progress has occurred with significant work still to be done. During the Academic Year 2004-2005, division deans and faculty conducted a review of the distance education courses (taught online and as telecourses). They reviewed course outlines, discussed best practices, and a process for assessing the efficacy of each effort so that the same rigor, quality, and educational effectiveness could be assured. This review was not completed.

### Analysis of Results Achieved to Date
Overall, distance education courses require study to ensure rigor, quality, and educational effectiveness primarily with regard to student access and learning. Laney College recognizes the need to carry out a comprehensive review of its distance education offerings and it has expanded its earlier efforts with the start of this comprehensive review in October 2006.

The course outlines require updating to ensure that the demands of the disciplines are explicit (or reflect the most current work of the faculty). Anecdotal information from administrative, student, and faculty sources suggests that the quality of support in distance education classes requires review. Some of these same sources strongly suggest that the standards in practice require study to ensure rigor, quality, and educational effectiveness primarily with regard to student access and learning.

This process involves all instructional deans, a representative of the student services deans, students, and department chairs, and the faculty who teach via distance education. Their priority is to: assess the state of distance education at Laney; review best practices; determine what gap/s exists in the level of congruency between the distance education and the on-campus courses in terms of rigor, quality, and educational effectiveness; and devise a work plan to produce (and sustain) the desired results consistent with 4.D.2, 4.D.6, and 4.D.7 of the Accreditation Standards. This work group will be facilitated by the division dean of Business, Math, and Sciences—who has oversight for distance education—and faculty leaders.

### Next Steps
1. Complete a comprehensive review, including specific steps to implement improvement plans.

### Documents
1. Report on the status of course outlines for the online and distance education classes, Office of Instruction, 2006.

**RECOMMENDATION #8 OF THE 2003 WASC ACCJC VISITING TEAM:** *Administrative Turnover*
The team recommends that the College and District jointly address administrative turnover by filling interim and temporary positions as quickly as possible to provide administrative stability for the College. As part of its comprehensive planning process, the College should develop short-term and long-term staffing goals. (Standards 7.A.1, 9.A.1, 10.B.3)

## Observations & Conclusions of the 2003 ACCJC Visiting Team

The team noted "Laney College has many dedicated and talented faculty members and staff. They clearly enjoy their work and are committed to serving students. The College, however, continues to function with many interim and temporary appointments. This has led to a serious instability and has had a demoralizing effect throughout the institution. This situation has worked against the College's goals of effective leadership and consistency at all levels of the organization." They went on to note the ongoing "sense of instability." Furthermore, the team wrote, "Administrative turnover and impermanence seem to have become the institutional norm rather than the exception," with losses in institutional memory and impeding consistency in leadership with "a demoralizing impact on the institution."

The team concluded that "Laney partially complies with the [accreditation Standard Seven on Faculty and Staff]. They noted the "serious decline" in faculty and reduction in support staff. In addition, they wrote the "perennially high turnover rate of administrators has impeded both their fair and objective presentation of data as well as a consistent process for formal evaluation."

## College Response to the Recommendation

### Progress to Date

Laney has made significant progress in hiring permanent administrators while working with the District to address its overall staffing needs. As Recommendation #9 further elaborates, with the assistance of the District, the College continues to address administrative turnover by filling positions efficiently. Related short-term and long-term staffing goals have been established and are reviewed annually for appropriate changes to ensure that effective staffing of the College is achieved.

Administrators. Six of the ten administrative positions are now filled with permanent officials, which is the reverse of what was found in 2003-2004. Recruitment of persons to fill three of the four remaining positions is underway with the expectation that they will be filled on or before Fall 2007. (The fourth position continues to be deliberately held within the budget for discretionary purposes given the history of marginal fiscal resources required to support instructional efforts of the College.)

Faculty. The majority of contract faculty positions are filled as well (128 out of 141.5). However, this level of contract faculty continues to be an area of concern. The College is working assiduously to strengthen its base of faculty, thus increasing the capacity of the College by adding full-time faculty. In 2005-2006, the District initiated a faculty hiring freeze. This academic year, the College is working with the District to end the freeze and secure additional full-time faculty for the College. The plan is to reverse the direction of decline of the past that has resulted in the current state where during Fall 2006, 329 hourly instructors conduct 57.94% of the teaching load (or 518 of 894 class sections): the remainder of the class sections are taught by the 128 contract faculty.

Classified Staff. The College has ninety-eight permanent classified staff. Seventeen out of ninety-eight have been at Laney College for over twenty years, and forty-nine of the ninety-eight staff have been in the District for ten years or more. In the last 5 years, the College has allocated additional resources to hire more permanent classified positions and it is currently in the selection phase of the hiring process for three of the eleven remaining vacant positions. In the meantime, during Spring 2006, the District addressed a long-standing matter concerning hourly employees. In "lieu of a lawsuit involving SEIU, Local 790 as well as the five named plaintiffs they represented, Services Employees International Union, Local 790, AFL-CIO and the Peralta Community College District entered into the Settlement Agreement and Release." This Settlement Agreement contains the various categories as to how we now handle hourly 790 employments, and it restricts the College to hiring only full-time classified staff after Fiscal Year 2006-2007. (The only exception to this is in the hiring of seasonal employees or 55-day recruitment personnel.)

## Analysis of Results Achieved to Date

Given the current staffing realities, the newly appointed Laney College President hired July 1, 2006 is conducting a comprehensive review to determine during 2006-2007 if the level of faculty, classified staff, and administrators is sufficient and whether these individuals are sufficiently qualified to support its programs and services (Standard 7.A.1). The goal is to ensure that the College is administratively organized and staffed to reflect the institution's purposes, size and complexity, and effectively and efficiently carries out its educational leadership and operational management efforts to make possible an effective teaching and learning environment (Standard 10.B.3). Towards this end, the Laney President took advantage of the resignation of the Administrative and Budget Manager and hired a retired Chief Financial Officer of a much larger urban comprehensive community college, the City Colleges of San Francisco. His primary charge is to study the financials and the financial planning process and facilitate changes to support the goals of the College as part of the institutional planning efforts (Standard 9.A.1). The President has also charged the Vice Presidents of Instruction and Student Services to study the staffing of their respective units to answer salient questions about how effective they are in facilitating desired outcomes in support of the educational priorities of the College, specifically student learning and student success.

By the end of the Spring 2007, the President and his team will produce a detailed analysis of the current realities, a needs assessment and gap analysis, staffing priorities, and a plan of action to ensure that the College's demands are supported by a sufficient number of highly qualified professional staff. Matters such as the impact of the current staffing of the College, including details on turnovers, the influence of management and staff development efforts at (and supported by) the College and District and performance reviews and improvement plans will inform the development of institutional procedures and staff development priorities.

## Next Steps

1. Ensure knowledge of and sound use of Board policies and District/College procedures for hiring and evaluating administrators, faculty, and staff;
2. Ensure participation in the ongoing training and development efforts of the District and College;
3. Complete the analysis of staffing of the College and develop the action plan for developing, recruiting, and maintaining administrative and other staff of the College, and a preliminary staffing analysis report; and
4. Develop a Laney training program for administrators (and faculty and staff) for implementation by Fall 2007 that includes strategic contextual information, educational priorities of the College, participatory governance structure, salient policies and procedures, rights and responsibilities, operational resources and insights, District and College educational, technological, and fiscal infrastructure.

## Documents

1. Laney College staffing Analysis Report, Anticipated Spring 2007

**RECOMMENDATION #9 OF THE 2003 WASC ACCJC VISITING TEAM:** *Hiring Process*
The team recommends that the College and District clarify and communicate their respective responsibilities for the hiring process and that the process be revised and streamlined for all categories of academic and classified staff. (Standards 7.A/1, 7.A.2, 7.A.3, 7.D.3, 10.B.3, 10.B.4, 10.C.3, 10.C.4, 10.C.5)

## Observations & Conclusions of the 2003 ACCJC Visiting Team

As referenced above, the team highlighted the ongoing sense of instability due to the high level of interims and temporary appointments. The team also acknowledged the formation of the "Faculty Prioritization Committee to address the allocation of future faculty positions," the cumbersome faculty hiring process, the inconsistent application of District hiring policies and procedures, and evaluation of managers. It went further to conclude, "Laney College partially complies with this standard of accreditation. It is clear that the institution still faces some challenges with respect to this accreditation standard... The number of full-time faculty has seriously declined in recent years, with the result that some programs are now without any full-time faculty members." The conclusions also evidenced "significant reductions in support staff," rendering inadequate support to critical areas of the College, "especially in the area of support for computer maintenance and technology training."

## College Response to the Recommendation

**Progress to Date**
By Spring 2004, District Human Resources had clarified and communicated its responsibilities for the hiring process, which has become more streamlined for all categories of employees.[20] This has rendered the processes of the College more transparent. The Board of Trustees Policy 3.26 details its expectations and procedural requirements for hiring academic faculty. Its Policy 3.18 and 3.34 reveal the process for hiring classified staff. And its Policy 1.18 provides the details for hiring academic administrators. These policies and hiring procedures are accessible via District web site and the intra-District employee "J" drive helps facilitate their use.

In 2004, the District Human Resources reorganized itself as it also streamlined the processes of advertising, recruitment, and screening and selection. In part, it has done so by hiring two Human Resources Analysts who provide more direct and comprehensive set of support resources throughout each phase of the hiring process. More specifically, the HR Analyst for Laney (and Berkeley City College) provides training, advising, constructive feedback, and the appropriate packages of materials required to expedite these efforts.

By Spring 2006, the District Office of General Counsel worked out the SEIU, Local 790 Settlement Agreement that attempted to resolve long standing hiring related issues. Given some ambiguity regarding the hiring of hourly classified employees, the referenced agreement clarified the type of employees the College could hire. In so doing, the District made clearer the conditions under which one can be hired as a classified hourly, and it made clear that hourly employees should only be hired on an ongoing basis pursuant to the Ed Code 88003. The District, College, and union have engaged in ongoing discussions in service to the chief educational objectives. Overall, this has resulted in at least a 36% reduction in hourly staffing at the College, which has caused the College to re-assess its hourly and permanent staffing levels to address instructional and student learning needs.

The responsibilities and processes for hiring have become much better defined. In general, the responsibilities of the District are to carry out recruitment efforts, organize for and facilitate the screening processes, and ensure adherence to appropriate legal and procedural mandates as they complete the hiring process when selection is determined (Standards 7.A.1, 7.A.2, 7.A.3, 7.D.3). The responsibilities of the College are to determine with sound justification its hiring priorities,

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20 The roles and responsibilities of the District Human Resources are to: plan, organize and administer a comprehensive human resources management program for the District; coordinate and execute policies, methods and procedures in connection with employee recruitment, selection and performance evaluation; assess professional development needs, classification, and compensation; coordinate all activities of risk management, assisting colleges in providing a safe educational environment for students, and a safe working environment for employees, protecting the District against the financial consequences of catastrophic losses and reducing the District's cost of risk; provide health and safety guidelines; develop a District safety policy, safety manual and loss procedure manual; coordinate employee relations and employee benefits programs; coordinate and provide information regarding affirmative action issues; provide safety and police services; coordinate faculty and staff development; and ensure equal opportunity in employment, programs, activities and educational environments.

support Human Resources in its recruitment efforts, carry out with integrity the screening and selection process, and recommend hires to the President and the Chancellor (Standards 7.D.3,10.B.3, 10.B.4).

## Analysis of Results Achieved to Date
The College leadership and District Human Resources officers continue to look at how to improve procedural matters to improve the clarity about responsibilities and reduce challenges in the areas of faculty hires and classified staffing in order to address the routine (and growing) demands of instruction and students. More broadly, the College continues to work with the District leadership to develop and implement a sound means to allocate the College's resources to secure new faculty and staff to address its perennial needs in instruction to meet the learning requirements of students. (Standards 10.C.4, 10.C.5).

Laney works diligently with the District to ensure that it is organized and staff to reflect its purpose, size, and complexity (Standard 10.B.3). With the aid of District Human Resources, the roles and responsibilities of College administrators are clearly defined (and consistent across the District). Each administrator is hired with the expertise to perform their responsibilities. Where support is required to strengthen the capacity and effectiveness of administrators, training is provided within the District and via professional organizations (Standard 10.B.4).

## Next Steps

1. Clarify how decisions are made to recruit for faculty. Previously, they required College President's approval, yet now they require District-level approval without an explicit policy or set of procedures for such determination. Laney has submitted several college-level approval requests for faculty recruitments to the District with out any clarity about what happens with those documents. The question remains, on what basis are approvals at the District made?
2. Clarify the District's process for hiring District office administrators and District office classified staff; and
3. Clarify the District's process for developing agreements with unions, especially when they impact instruction or student learning.

## Documents
1. Board Policies 1.18, 3.18, 3.26, and 3.34;
2. Human resources procedures for hiring faculty;
3. Human resources procedures for hiring administrators; and
4. Human resources procedures for hiring classified staff.

**RECOMMENDATION #10 OF THE 2003 WASC ACCJC VISITING TEAM:** *Fiscal Computer Infrastructure*
The team recommends that the College and District immediately explore and obtain acceptable short-term solutions to fill in the gap in information posed by the District's current fiscal computer infrastructure. (Standards 9.B.1, 9.B.2, 9.B.3, 9.B.4, 9.B.5, 9.B.6)

## Observations & Conclusions of the 2003 ACCJC Visiting Team

The team concluded that "Laney College essentially meets this accreditation standard, with the notable exception of its system of planning. The College and District have made progress in increasing the amount of collaborative participation in the budget development process. The College is in the beginning stages of developing and implementing an integrated model that ties together planning, evaluation, and resource allocations."

The team also noted, "College personnel are disadvantaged in that there is no way to obtain timely financial information except through the cumbersome and antiquated District computer system. The lack of readily available information poses a significant challenge to college financial stability, especially during these fiscally volatile times. Both the College and the District recognize this problem and are taking steps to rectify the problem. However, the solution is at least two years away."

## College Response to the Recommendation

### Progress to Date
By Summer 2005, the Chancellor efficiently led his team at the District to address this recommendation by approving and purchasing the new online system, PeopleSoft, in order to establish what is now known as the PeopleSoft Peralta Realtime Online Management Technologies (PROMT) system. The chief gap was accessing, tracking, and more powerfully (and efficiently) using budget data. This new system is expected to provide full web-based interface with functional portals for key users and the ability of professionals to work within a specific operational functional group. Ultimately, the PeopleSoft system will allow for better queries, effective use of fiscal data for research purposes, and the ability to make effective fiscal decisions. The District began a migration to PeopleSoft with Human Resources and Finances (Accounting) being the first administrative means to put 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 to ensure a viable fiscal computer system that uses appropriate control mechanisms and provides dependable and timely information to promote sound decision-making (Standard 9.B.1).

In Spring 2004, the College had explored with the District effective means to address the gap in information posed by the District's current fiscal computer infrastructure. Significant progress was made by Fall 2004, in part with the hiring of a team of consultants to implement a new fiscal computer infrastructure, PROMT of the PeopleSoft system. However, soon after its implementation in Fall 2005, the College experienced many problems typically experienced from the installation of a new computerized fiscal system. Unfortunately, a back-up system to support the College and District needs did not exist nor was one planned for. Yet anticipated failures occurred which were made more apparent because of the lack of a back-up system. Work flow was impeded; inefficient manual tools were developed to address the inability to conduct work online (i.e., processing of budget requisitions, personnel action forms, equipment purchases). Instead of greater efficiencies, employees experienced a marked decline in productivity due to the problems with the new PeopleSoft PROMT system. Consequently, the level of employee distress ratcheted up.

At present, online and manual processes are employed with some redundancies while the balance of the system is being completed. This mode of operation maintains some of the new inefficiencies. Other negative results have been the inability to file full information to reporting agencies on time, the inability to completely close out the District budget on schedule, and the inability to ensure that all of the divisional and departmental/program budgets of the College are established before the start of the academic year. The new Chief Information Officer and his staff are working with other District staff and staff of the Peralta Colleges to address the redundancies and the following concerns: (1) the inefficiencies found that impede processing of financial statements, requisitions, and budget transactions when using PROMT are due to "bugs"; (2) the inability to ensure accountability for budgets due largely to the lack of knowledge of how to use the system; and (3) the limited number of tasks-specific training opportunities given the high demand, which have limited the knowledge base of required users.

In general, the training consisted of the dissemination of basic information rather than providing practical means for applying the information or engaging in practice. After feedback, the training became focused on the specific tasks required by personnel with accessible online resources (i.e., HelpDesk PROMT FAQ, procedures, and training exercises). Now, a few college personnel who use this system have adequate knowledge of how to use its more powerful functions.

College governance leaders maintain hope for a functioning PeopleSoft PROMT system with accessible monitoring, tracking, and reporting features to address their full range of educational and operational budgeting activities. With knowledge and understanding about how to access and use the PROMT system—fiscal data—is building among college stakeholders, the confidence increases. Already, District employees are able to discover greater functionality with the new system as it is capable of running reports (i.e., trial balance) and financial statements (i.e., balance sheet accounts). This confidence is driven by the system and by the accessibility of the new District Chief Information Officer (interim), who has demonstrated a user-centered focus that is educationally-oriented.[21]

At the College level, the new Administrative and Business Services Manager, who was appointed August 2006, has already provided some transparency into the budgets of the District and college that has helped to engender even more trust and confidence in the PROMT system that heretofore was highly unlikely. As chair of the Budget Advisory Committee, he has evidenced a commitment to leading the training of college personnel to produce efficiencies in our budget-related operations that will ensure efficient access and sound use of financial resources. The College President has charged his executive team to develop sound practices that will lead to address the information, access, and resource gaps that persist in part through leveraging the power of the new financial computer infrastructure, the PROMT system.

The Chancellor and his executive team have taken other steps to ensure sound implementation of the system including inviting more users from the Colleges to inform the design, development, and improvements to the system. Furthermore, a quality control expert was secured by the District to carry out quality reviews of the process and another consultant was hired to determine the nature and impact of perceptions by administrative leaders of the District and college. Ultimately, these actions are not only discerning the efficacy of this financial system, they are informing improvements to the system.

### Analysis of Results Achieved to Date
Even given the challenges with the new PeopleSoft financial system, PROMT, Laney faculty, staff, and administrators are benefiting from a more transparent budget and budget process that will allow for the College to more effectively advocate for its fair share of resources to meet its basic and strategic priorities.

Limitations continue to persist on practical usages of the new system for managing budgets. A number of glitches remain in the system, and facility in using the system seems much greater at the District than at the College level. Even so, concerns persist among many employees independent of their location within the District. Increasingly, those concerns are being addressed by a new team of consultants, that are driven by the input of users, College and District personnel.

### Next Steps

1. Document the improvements to the PeopleSoft system including College staff's ability to use the advanced functions of PROMT.

### Documents
1. PROMT (its capacity) & user manual
2. List of training programs and the schedule of training by the Peralta Community College District

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[21] When it became apparent that the leadership was insufficient to ensure sound implementation of PROMT, the Chancellor with his team brought on a new CIO. Unlike his predecessor, this CIO is actively working at the District and college levels to address the myriad of matters essential to fully implement this new system. Arguably, personnel are responding to his regular attendance at District-wide planning meetings, leading District-wide implementation planning session, working with the leadership of the District and the Colleges to ensure that (1) all contracts with vendors responsible for completing the install of the financial system do so by addressing the needs of the users, (2) trainers are hired and assigned to the Colleges to provide PROMT system training to college employees.

**RECOMMENDATION #11 OF THE 2003 WASC ACCJC VISITING TEAM:** *Healthcare Costs*
*The team recommends that Peralta Community College District 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 healthcare benefits (Standard 9.C.1)*

## Observations & Conclusions of the 2003 ACCJC Visiting Team
The team recognized that "Peralta is facing a $150 million unfunded health benefits liability" and strongly urged the College and District to take steps to "rectify" this problem (2003 Team Report, p.30-31).

## College Response to the Recommendation

### Progress to Date
Accomplished. A concrete plan was developed and implemented to accomplish this recommendation of the 2003 Accreditation Team (Standard 9.C.1). Successfully, the Chancellor directed the District's Chief Financial Officer to identify and take steps to locate funds for long-term medical liability benefits. (Peralta Community College District covers full, lifetime retiree healthcare 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.)

Background: The District office 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 Other Post Employment Benefits (OPEB) liability;
   - Establish dedicated OPEB trust and improve matching between OPEB assets and liability profile;
   - Have Board of Trustees to 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.

4. 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;
5. The District replaced Blue Cross with Interpan, 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;
6. The District engaged in the following activities to actualize desired results: a) retained the actuarial firm of Bartel & Associates LLC on July 22, 2005; b) on July 26, 2005, the Peralta Board of Trustees passed a resolution authorizing the District to issue up to $250 million in OPEB bonds; and c) 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 Chairperson of the Board Finance & Audit Committee, and the District's Chief Financial Officer and the PFT President interviewed four investment banking firms in New York on September 8 and 9, 2005, 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 was reported in the Chicago Herald Tribune and local newspapers.);

7. 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;

8. On November 7, 2005, the District Finance Department received a judicial validation judgment from Alameda Superior Court allowing PCCD to sell OPED bonds;

9. A full presentation was made to the Board of Trustees on December 13, 2005;

10. All bonds were sold by the end of December 2005; and

11. 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.

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 Districts retirees' healthcare obligations.

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 healthcare 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 healthcare 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.

Governmental Accounting Standards Board (GASB 45), which will require reporting and accounting for "Other Post Employee Benefits Bonds" (OPEBs), largely retiree healthcare, 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 healthcare 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 healthcare 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 (footnoted 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 healthcare 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.

As a result of the deliberate actions of the District, this recommendation has been addressed fully.

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.

## Analysis of Results Achieved to Date
Given the soaring costs of healthcare, providing health benefits for employees and retirees has become a major financial liability for many organizations in California. According to calculations by Tom Smith, Peralta's Vice Chancellor of Finance, the District's unfunded liability for the next 45 years is over $150 million and the chief cost is retiree health benefits.

Over the last three years, changes in union contracts have incorporated the following measures aimed at addressing this issue: 1) a co-pay program was instituted for all health benefit holders; 2) a policy was approved to end District medical benefit at age 65 for those hired after July 1, 2004; and 3) vesting time was changed from five to ten years. These steps have helped somewhat to slow the growth of the District's liability costs but are not enough alone to counteract the projected increase in rates over the next few decades.

In 2005-2006, the District took an even bolder step—one that has been instrumental in more fully addressing the problem. With the authorization of the Peralta Board of Trustees, the District sold $153 million in bonds as a first step toward financing these costs. This transaction was completed in January 2006. the money generated, when carefully invested, is expected to yield enough interest annually to cover the projected ever increasing costs of providing healthcare benefits for Peralta's current employees and retirees, allowing the District to meet its long-term liability costs in the future and uphold new General Accounting Standards Board (GASB) standards.

Laney acknowledges the importance of the District's decisive (and creative leadership) action on this recommendation as it moved from the pay-as-you-go strategy to full disclosure by 2006-07, per the new GASB standards.

### Next Steps
1. The District and College will continue to monitor healthcare costs to avoid future challenges to fiscal stability.
2. The Board of Trustees will revise its investment policy, which will be used to guide the investment of the proceeds from the bond sales.

### Documents
1. Resolution of the Board of Trustees authorizing issuance of bond
2. Superior Court petition for bond validation
3. Superior Court judicial validation judgment
4. Draft of Board investment policy
5. Union contracts
6. Board of Trustee minutes for December 3, 2005, December 13, 2003, and January 10, 2006

**RECOMMENDATION #13 OF THE 2003 WASC ACCJC VISITING TEAM:** *Interim Chancellor*
*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)*

## Observations & Conclusions of the 2003 ACCJC Visiting Team
The team observed the instability in the District leadership and noted its negative impact on the ability of the College to develop and successfully achieve its goals. The team also conveyed its belief that the impressive efforts of faculty, staff, and administrators—reflecting their commitment to the purposes and values of Laney College—would be undermined and result in confusion, dissatisfaction, and low morale "when confronted with unclear communication processes, inconsistent leadership and ambiguous governance systems" (2003 Team Report, p.34). The Team found that the College partially met the accreditation standard on governance and administration, and it concluded that a disregard for addressing the "lack of clarity of District and college administration roles and responsibilities...has led to an exceptionally confused system of institutional decision making, an unclear District/college communication process, and a lack of trust in governance structures" (ibid).

## College Response to the Recommendation

### Progress to Date
As acknowledged in prior accreditation team reports, the District has addressed the first part of this recommendation by appointing 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. During this same timeframe, the Board of Trustees made explicit stability of administrative personnel and provided the needed support for the Chancellor to produce this result. Chancellor Harris took the appropriate steps to actualize it (Standard 10.C.1).

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 were 50 managers District-wide, 41 of whom were permanent and 9 of whom were interim/acting. By October 2006, the interim management positions were reduced in number with the remaining at various stages of the recruitment/selection process.

Consistent with the Laney College October 2004 progress report, the new chancellor continues to demonstrate his commitment to the stability in both college and District administrative personnel in part through his work with College Presidents. Further, he exercises his authority to ensure adherence to statutes, regulations, and Board policies through direct supervision and by providing College Presidents with greater latitude to lead and affect change at their respective

Colleges (Standard 10.C.2). When vacancies occur, he supports the College decisions to address each efficiently at the College, while he employs a similar approach at the District level.

In confirming the permanent Chancellor, the Board of Trustees provided the Chancellor with the wherewithal to clarify the appropriate roles of District and College administrations with special focus on institutional decision making, District/college communication process, and trust in the governance infrastructure.

Institutional Decision Making. Laney College leadership has altered the nature of decision making in the District. The system for institutional decision making has become much more transparent as a result of the work of the District-wide Strategic Planning Steering Committee. Now, the Colleges have a clearer path to discern how resource decisions are made. Additional work remains, which will be partially carried out by the Strategic Management Team (see Addendum B). This newly established team has the responsibility of assuring that the priorities of the Colleges and the District are understood and appropriately addressed appropriately via the formally established parameters. All of their work is reported to the SPSC and the other District-wide participatory governance groups as a direct way to eliminate the "exceptionally confused system of institutional decision making."

District/College Communication Process. Methods for improving District and College communications are discussed regularly as the College and the District have increased their communication about opportunities, priorities, and decisions via traditional print methods, electronically, and foremost through results-oriented working sessions. More constituents of the various governance groups are also involved in the decision making processes at the District, which allows for the sharing of information to more members of the District community. The College is working with the District to rationalize better the flow of information to improve the efficiency of professional transactions, transmitting key data, especially in ways that permit substantive influence in decisions that affect the quality, integrity, and effectiveness of the College in meeting its educational goals.

Building Trust in Governance Structures. A central underlining purpose of the work of the participatory group, the District-wide Strategic Planning Committee, is to build trust. Early on, stakeholders of the Colleges determined with the District leadership that TRUST in particular must be a value understood and fully actualized. Open discourse ensued to illuminate the history, consequential challenges, and beliefs about the potential to achieve trust in this District. With the insights and experiences shared, a plan of action has developed—the planning priorities, the methods of operating, the implementation strategies, the language agreed on for use, etc.—that is expected to lead the District to facilitate trust. This is an effort that requires patience, persistence, and ongoing commitment with integrity central to achieving and sustaining it. (See PCCD District-wide Strategic Plan: the values and plans, 2006).

Analysis of Results Achieved to Date
At least one significant challenge remains—the professional decision of some administrators to transition into higher level roles and others into lateral or faculty roles. For example, by Summer 2005, three Laney administrators accepted senior or lateral moves. Yet the College and District has efficiently ratcheted up their efforts to ensure the appointment of (Standard 1) an interim vice president of instruction within weeks of the incumbent's resignation and (2) two interim division deans of instruction from among the faculty within the division—and given the transfer or advanced appointments of those incumbents—within weeks of the incumbents' departure, yet early in the new fiscal year. This promoted stability of at the College and additional changes through December 2005. (All of the acting or interim administrators have had a rich history within the District. The 2004-June 2006 college president returned after an 8 year retirement stint from a 15-year service as Laney President (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 EOP/S 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.)

By July 2006, the College appointed a permanent dean to replace one of the three interim deans of instruction, and the District began its search for a permanent Laney President, Vice President of Instruction, Vice President of Students Services (Carlos McLean), and two Deans of Instruction (including Dr. Elaine Chen-Ramirez). By Summer 2006, a new President, Dr. Frank Chong, was appointed and the incumbents in the roles of Vice President of Instruction, Dr. Elnora T. Webb, and one of the Division Deans of Instruction, Linda Sanford, were advanced to permanent status. In the meantime, the division dean of instruction that was appointed February 2006 resigned on July 2006; and an interim appointment was secured by August 2006. Recruitment to fill this position on a permanent basis is occurring. Concurrent with this activity at the College, the District experienced its changes in administrative leadership between 2004-present due to similar promotions and transfers (i.e., General Counsel, Vice Chancellor of Finance and Administration, Vice Chancellor of Human Resources, Vice Chancellor or Educational Services, Associate Vice Chancellor of Institutional Research and Development). While the majority of the administrative team remained stable, five administrative personnel accepted promotional or transitional roles elsewhere.

With the support of the Board, the Chancellor appointed replacements in less than four months of the vacancy—and several replacements were secured within a few weeks.

### Next Steps

1. Continue to document how stability and changes in the governance and administrative structures have influenced institutional decision making, District/College communication process, and trust in governance structures.

### Documents
1. Role and Responsibilities of the Strategic Management Team
2. PCCD District-wide Strategic Plan: the values and plans, 2006

**RECOMMENDATION #14 OF THE 2003 WASC ACCJC VISITING TEAM:** *Governance Committees and Structures*
*The team recommends that the purpose and function, membership, and responsibility of District and college governance committees and structures be clearly defined. The team further recommends that college governance committees be linked to appropriate college and District governance structures. Furthermore, it is recommended that significant administrative and other constituent representatives from each of the District colleges be included, by policy, in the decision-making processes of key direct-wide organizational and governance committees. (Standards 10.B.5, 10.B.9, 10.C.3, 10.C.5, 10.C.6)*

Observations & Conclusions of the 2003 ACCJC Visiting Team
"In spite of the College's attempts to construct effective organizational and governance structures, there appears to be no consistently effective nexus between District and college planning and budgeting efforts. A need exists for consistent Laney College administrative (president or designee) representation on District organizational and governance structures such as the Chancellor's Policy Advisory Committee and the District Budget Advisory Committee. College and District organizational structures and committees are frequently not linked to one another. Linked District and organizational and governance committee charts are needed in order to map communication and decision making processes and to assist in collegial participation" (2003 Team Report, p.33).

The team concluded, "Laney College partially meets this accreditation standard." They made clear that "neither the Peralta Community College District nor Laney College has effectively responded to their recommendations. This disregard has led to an exceptionally confused system of institutional decision making, an unclear District/college communication process, and a lack of trust in governance structures."

## College Response to the Recommendation

### Progress to Date
Significant progress has occurred to fully address this recommendation.

Laney leaders from among the administration, the Faculty Senate, and the Classified Senate now work consistently on District-wide committees, including the Chancellor's Policy Advisory Committee, the District Budget Advisory Committee, and the District Strategic Planning Steering Committee. As important, Laney's President is a member of the Strategic Management Team of the District, which has the central role of developing common approaches to strategic District-wide issues. Intentionally, alignment is occurring between the work of these policy groups and the strategic planning framework of the College. This has occurred to ensure an effective collaboration between the District and the College on planning and budget efforts. Figure 1. The District-wide Planning and Governance Process illustrates the relationship among the leadership of the District and the College as it pertains to governance (see Appendix B).

As previously noted in the October 2005 Laney College Progress Report, by academic year 2003-2004, Laney clarified its shared governance framework and the details of its committees within the framework of its Strategic Master Plan as discussed in the Laney College Progress Reports of October 15, 2004 and October 15, 2005. The strategic planning committee structure is such that the chief priorities of the District and its Colleges are supported by a committee infrastructure, namely the strategic initiative committees on the matters described in section V, Recommendation #4 on "District Office Integration Activities and Strategic Planning Teams" (see page 50) and as identified below in Table 1.

Table 1. District and Laney College Shared Governance and Strategic Initiatives Committees

| Districtwide | Laney | |
| --- | --- | --- |
| Strategic Directions & Committees | Strategic Directions | College Committee(s)/ Governance Group |
| Enhancing student access and success District-wide matriculation committee | Strengthening Academic & Student Support Programs | Matriculation Committee |
| Developing our human resources (meeting the human resource needs of the Peralta Community College District) | Institutional Effectiveness | Faculty Prioritization Committee |
| Creating effective learning and working environments District-wide facilities committee | Institutional Effectiveness | College Council Facilities Planning Committee Instructional Equipment & Library Resources Advisory Committee |
| Leveraging information technology District-wide facilities committee | Electronic Access, Automation & Technology | Technology Planning Committee |
| Enhancing resources and budget processes District-wide budget advisory committee | Institutional Effectiveness | Budget Advisory Committee |
| Enhancing Awareness and Visibility | Communications/Outreach/ Community Programming | Outreach Committee |
| Improving the Effectiveness of District-wide Communication, Coordination, and Collaboration | Participatory Governance & Institutional Effectiveness | College Council Laney College President's Advisory Council |

Strategically, the Directions are part of the District's educational strategic planning process that has four phases: (1) the coordination of the District-wide educational planning with foci on strategic curriculum review, foundation skills, retention and ESL, and college educational master plan update process design; (2) the updating of the College educational master plans integrated with program reviews; (3) the updating of the service center master plans; and (4) the completion of the facilities and information technology master plan.

The governance structure allows for inputs and institutional transactions to facilitate desired outcomes that are assessed through formative and summative evaluation methods. This structure aligns District and college governance process, which entail:

District-wide committees with members from college committees with the same or similar focus at the Colleges (i.e., District's leveraging information technology committee and the Laney Technology Planning Committee, District's Enhancing resources and budget processes committee and the Laney Budget Advisory Committee). In each instance, the membership of the committees reflect the need for expertise and appropriately represents all of stakeholders of the District and colleges;
A shared framework of policies and planning strategies developed and employed jointly by the District and the Colleges. This makes up the Educational Master Planning framework and informs the educational and service master plan updates of the Colleges and the District;
Educational master plans of the College and the District service centers based on program review data; and
Resource master plan updates on facilities, staffing and staff development, financial, and information technology informed by all of the educational and service master plans.

At each step, the District Strategic Master Planning Steering Committee maintains oversight for this process, with direct leadership support from the Strategic Management Team (SMT), consisting of all college presidents, service center lead administrators, and the Chancellor (10.B.5).[27]

## Analysis of Results Achieved to Date

Development of this shared governance framework resulted from an (and allows for a continued) iterative process, largely informed by the practices of the Colleges. The District-wide framework continues to be shared in different forums while it undergoes regular updates. Laney's shared governance framework has been disseminated electronically to all constituents stating the role of administrators, faculty, and staff in institutional governance (10.B.9).

Laney has fully engaged its shared governance framework for at least four years. As the District-wide framework has only recently been completed, the full framework will be tested this year, using Laney College as the unit of analysis, in preparation for a full run District-wide 2007-2008.

The purpose and function, membership, and responsibility of District and college governance committees and structures are clearly defined, and this framework is distributed as a document to the leadership of the various shared governance committees. The College governance committees are linked to appropriate college and District governance structures, with appropriate delineation of the operational responsibilities and functions of the District and those of the College (10.C.3). Also, significant numbers administrative and other constituent representatives from each of the District colleges are included, by policy, in the decision-making processes of key District-wide organizational and governance committees.

## Next Steps

1. Alignment and integration details, which are clarified in the District-wide strategic plan, will be further defined in subsequent, updated versions of the shared governance document.
2. Presentation of the entire planning processes of the College and the District online for review for all constituents will take place by Spring 2007.

## Documents

1. Laney College Participatory Governance and Administrative Structure, Adopted September 2002
2. Peralta Community College District District-wide Strategic Plan, July 2006
3. College Council Agenda & Minutes, 2003-2004, 2004-2005, 2005-2006

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27 This executive team will ensure that the work of the District-wide Strategic Planning Steering Committee is addressed in ways that align with the needs of the Colleges as they are intended to strongly influence decision-making regarding District-wide issues. They do not change established decision-making responsibilities within the Colleges and District Service Centers, or the consultative responsibilities under shared governance. They review work-products of the strategic planning process and develop approaches for most effectively implementing the plan.

## V Laney College Report of Progress: Special Recommendations of the Focused Midterm Report
(Response to the Comprehensive Evaluation Recommendations of the 2003 ACCJC Evaluation Team)

**RECOMMENDATION #4 OF THE 2003 WASC ACCJC VISITING TEAM:** *District-wide Integrated Planning*
*The team recommends that a District-wide plan and an implementation process be created that are strategic and systematically integrate the educational, financial, physical, and human resources of the District. All planning processes should be inclusive of the four colleges and the 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 team also recommends that the chancellor ensure that the plan and the ongoing planning processes are communicated throughout the District. (Standards 3.B.1, 3.B.3, 3.C.1, 3.C.3, 10.C.1, 10.C.6)*

### Observations & Conclusions of the 2003 ACCJC Visiting Team
The team concluded that Laney College met several accreditations standards, including *Financial Resources*, with the notable exception of its system of budget planning in particular[28] (2003 Team Report, p.31). Team acknowledged the College's steps to improve educational programs and it found that "Laney College essentially complies" with Standard Four Educational Programs (2003 Team Report, p.18). Related, the "team encourage[d] the College to follow through on its plan to link curriculum review, including review of prerequisites, co-requisites and advisories, to the program review process" (2003 Team Report, p.18). And they stated that Laney College "should continue implementation of the strategic planning model and link the long-term goals and annual objectives with annual planning and program review results that should drive the budget."

### College Response to the Recommendation

#### Progress to Date
Substantial progress has been made to meet the expectations of this recommendation. Specifically, a District-wide plan is in place, and a systematic process for implementing the plan—in a way that integrates the priorities of the Colleges with resource allocation decisions at the District has a completion date of Fall 2006 (a draft was completed by September 25, 2006).[29]

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.

The plan was developed via the shared governance process driven by the needs of the Colleges. It has been published and widely disseminated on the District web site, via retreats, college forums, and meetings of District service centers, and it remains under scrutiny by the group that developed it, the District Strategic Planning Steering Committee (Standard 3.B.1).[30] Addendum A, Background of the Efforts of the District Strategic Planning Steering Committee (SPSC). The District Strategic Plan and Implementation Process provides the details including the strategic planning areas, strategic directions, goals,

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28 They acknowledged the progress made by the College and District in increasing the amount of collaborative participation in the budget development process in particular. Further they noted the that the College is in the beginning stages of developing and implementing an integrated model that ties together planning, evaluation, and resource allocations. College personnel recognize that not having such a process in place hampers decision making, especially during difficult situations such as those currently being faced throughout California the College is strongly encouraged to quickly finish its "planning to plan" stage and move into the plan implementation stage. This should be accomplished within the team's overall planning recommendations to the College (p.31).

29 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.

30 The District Strategic Planning Steering Committee is comprised of representatives from the College of Alameda, Laney College, Merritt College, Berkeley City 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 representation reflects a 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 the educational master plan and program reviews, drives the actions developed from the strategic planning process.

assessment criteria and a summary of results achieved through March 2006 (Standard 3.C.1). The planning process and the implementation plan continue to be driven by the demands of the four colleges within the broader framework established by the District Board of Trustees.

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 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 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.

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 held its 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 2005 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:

3.   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.
4.   Defining the planning process itself, which involved preparing various diagrams to demonstrate how the process would flow and ensure that the process would be "bottom up" while fully engaging the needs of the Colleges.
5.   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 14th, 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 its governance role. In a follow-up session in June 2005, the Board led a public discussion to address broad issues and priorities of the District, and with internal and external constituents, the meeting produced twelve 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 twelve goals adopted by the Board and added a 13th 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 27th. An updated draft strategic plan framework was presented to the Board of Trustees on October 10th. 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, work was done to finalize the membership of the steering committee, one team for each of seven strategic directions.
10. 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 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. Following the training, the co-chairs facilitated meetings of their respective teams to develop implementation plans.
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, and the Board of Trustees in its planning work sessions to 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 was March 20, 2006, at which time there were reports from the planning teams.

Concurrent to the strategic planning process, a number of processes have been in place that reflect 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, it was felt that communication, coordination, and collaboration are so critical that the Chancellor should chair 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 the 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 are undertaking 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 are co-chairing this committee. One component of the action plan, beyond a budget allocation formula, had been to work on a Prop 39 Bond Measure for the June 2006 voter ballot. Given its success, this bond is now addressing facilities needs and plans of the four colleges, which are based on college educational planning, for which funding had been insufficient. The emphasis of the bond is on building renovation and furniture/equipment for instructional and student services needs. This bond is also addressing in the strategic directions "Leveraging Information Technology" and "Creating Effective Learning and Working Environments." The bond is also expected to have a positive impact on the strategic direction "Enhancing Access 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 with direct

responsibility of the College academic senates. CIPD coordinates the curriculum on a District-wide basis, provides 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, chaired by the President of Vista and the District Vice Chancellor of Educational Services, also includes membership from the District matriculation committee and pertinent college committees (i.e., basic skills committees, learning lab committees, SLO/Assessment committees, etc.).

4. The Colleges/District, in Spring 2005, established a Peralta Community College District Facilities Advisory Planning Committee. Following the model of the Council of Instruction, Planning and Development (CIPD), this group 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 Vice Chancellor of General Services co-chair this committee, which contains five voting members from each college. 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 to help guide the migration to the new system, which will impact all the technology needs of the Colleges, including finance, student services, 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 from 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 (HR) 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 organized a Managers' Training Program on July 10, 2006 in conjunction with the other five District Service Centers. The Chancellor opened the training with a review of the integrated strategic plan. He also communicated his priorities for the managers in light of the integrated strategic plan. Each of the directors of the six District Service Centers spoke to how their respective Service Centers assist the four colleges. The District Vice Chancellor for Finance and Administration provided information regarding the budget allocation model. The presentations by the six Service Centers were opportunities to repeat, orally and in writing, the operational responsibilities and functions of the District and those of the Colleges. (The training program will 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 were evaluated based on the seven strategic directions established in the strategic plan. The evaluations were concluded by March 15, 2006.

Peralta's strategic plan integrates its educational, financial, physical and human, marketing, and information technology resources. Each resource area is important to the success of each college in attracting students. From the onset of planning, the process has been inclusive of the four colleges and the communities served by the District, which is evident from the attendance, participation and membership at 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 were conducted during flex days, meetings took place with college leadership teams, and a new planning Website under construction. Communications is ongoing to ensure that feedback is shared to fine tune the planning process and assure achievement of desired results. The final plan includes institutional and District outcomes and criteria to evaluate them. Annual reports are scheduled that will be provided to the Steering Committee and the Chancellor.

As reported in October 2005, every department of the District 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, In public discussions with internal and external constituents, 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 13th 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:

- 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. Led by the Vice Chancellor for Finance, the budget allocation task force, composed of any 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 planning 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.

- 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 drafted its strategic plan by May 2006. Strategic planning continues to be an ongoing process. The Colleges are implementing their strategic plans and are at different levels in their processes. Implementation of the District integrated plan will occur by Spring 2007, 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 that occurred Spring 2006 produced implementation plans; 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.

Details of the Action Plan Activities
(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 Planning meeting among the MIG consultant, Vice Chancellor of Finance, Vice Chancellor of Educational Services, Associate Vice Chancellor of Research and Institutional Development, and the Chancellor
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.

<center>Strategic Planning 2006</center>

**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 5th and 6th, Board Retreat in June, and Professional Development Day in August 21st and 22nd.

Implementation of the full District strategic plan is scheduled for 2007-2008 because of the need to establish fully the institutional research component of this plan.[31] In September 2006, the District Strategic Planning Steering Committee decided to ratchet up its efforts engaging a parallel process—a full run of the strategic planning process as part of a pilot initiative by Spring 2007 using at least Laney College's program review-driven priorities while simultaneously continuing to improve on the process. By conducting this pilot, the District is able to learn about the efficacy of its implementation procedures, especially at it relates to assigning resources to the institutional outcomes of the College and determining the aspects of the process that require improvement (Standards 3.B.3, 3C.3). Those efforts will be evaluated in relationship to the established institutional outcomes (Standard 3.C.1).

## Analysis of Results Achieved to Date

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 were 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.

Over two years have been devoted to salient aspects of this task in meaningful ways so that real issues such as the needs of basic skills students and the strategic directions of all four colleges in the District are central and addressed by the District

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31 The Laney President and the Vice Chancellor of Educational Services are leading the effort to produce a comprehensive research plan for the District complete with detailed staffing, technology, and data requirements and a schedule for assessing, evaluating, and reporting the results of institutional research.

leadership and its service centers. By Fall 2004, the Chancellor assigned an external consultant MIG to facilitate sound development of a fully integrated strategic plan and planning process. Together, with the consultants, the Chancellor, members of the Chancellor's executive team, as well as leaders within the Steering Committee conveyed the nature of the developments throughout the District in ways that facilitated engagement and the results to date (Standard 10.C.1). By the end of Fall 2004, an intense nearly two years of strategic planning discussions ensued. It entailed at least 45 meetings, 5 retreats and work group sessions of the Board of Trustees, 8 focused group sessions at the Colleges, and 8 staff development presentations and working sessions. All of these efforts informed the development of the plan.

Early Spring 2005, clear alignment was found among the College and the District-wide strategic planning priorities. This was assured because the College level plans including the results of program reviews and educational master plans significantly informed the plan. Implementation committees that were formed for each strategic initiative (see page 39-41) mapped out the implementation plans by May 2006 by (1) developing a refined list of "strategic initiatives" with responsibilities, timelines, and resource needs and potential sources—by eliminating redundancies/fill gaps, ensuring initiatives with high-level action statements, and developing a shared District-wide policy and protocols for allocating authority, responsibility and budget controls regarding marketing and outreach activities with appropriate engagement of all stakeholders; and (2) developing a proposal for an ongoing District-wide collaborative strategic planning approach for the strategic direction including (a) composition and charge, (b) annual milestones for assessing implementation of the initiative, and (c) recommended feedback loops. The details of the implementation schedule, resource allocation process, and evaluation timeline are undergoing clarification and completion, and scheduled for finalization on or before January 2007.

The Chancellor continues to communicate at all levels his expectations that District-wide planning is central of the operations, and he is sustaining his effort in part by allocating more resources directly to the Colleges for this purpose.[32] In demonstrating this commitment, the District—with direction from the Chancellor, input from MIG, and some guidance from the Strategic Planning Steering Committee—established a strategic management team (the SMT) to ensure the implementation of the SPSC recommendations in ways that are transparent to all stakeholders.[33] Purposely, the SMT membership consists of the Chancellor, the four College Presidents, the Vice Chancellor for Educational Services, the Chief Financial Officer, the Associate Vice Chancellor of Admissions and Records, the Vice Chancellor of General Services, and the Director of Information Technology.[34]

Together, these initiatives have already reduced the long-standing pressure experienced by the College, and they have legitimized the hope for a high quality, high performing teaching and learning environment that is held by increasing numbers of stakeholders.

In summary, the District now has a viable plan and process for carrying out District-wide planning.

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[32] Directed by the Chancellor, the Vice Chancellor for Finance (a) re-allocated to Laney $750,000 to augment the instructional budget, which replaces the majority of the over $1,000,000 that was removed from the base during the fiscal retrenchment of 2003-2004, (b) distributed $175,000 discretionary dollars to the Office of the President to support strategic educational initiatives of the College; allocated $175,000 of the State basic skills resources for the strengthen the capacity of the College to meet the learning demands of students; and (4) promised at least $120 million of the $391 million dollar Measure A bond dollars to improve the facilities including securing desperately needed furniture and equipment.

[33] Reportedly, this is the first time the District has structured such a group to critically assess the efficacy of efforts while providing strategic guidance to the District in order to insure proper support for college needs and initiatives. Its formal purpose is to develop a shared vision and coordinated set of programs and activities for carrying out the core educational mission of the Colleges and service centers. Educational Strategic Planning will include program data and assessments of key community and economic trends, needs, and opportunities."

[34] As it is meeting bi-monthly, the SMT shares meeting agendas, minutes, recommendations, and decisions with the SPSC, which facilitates trust while ensuring integrity in the process.

## Next Steps

1. Report on the progress of the District completing and implementing a District-wide Budget Allocation Process as a means to inform the establishment of its financial management process (Standard 10.C.6).

## Documents

1. Letter from Presidents to Planning Committee February 8, 2005
2. Planning process
3. Roster of steering committee
4. List of planning meetings and minutes
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

**RECOMMENDATION #12 OF THE 2003 WASC ACCJC VISITING TEAM:** *Board of Trustees Role and Function*
*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. 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.2, 10.C.3, 10.C.5)*

## Observations & Conclusions of the 2003 ACCJC Visiting Team

"During the visit, the team validated concerns among both college and District staff regarding the continuing overlap, confusion and, occasionally, cross-purposes in the roles of the Board of Trustees, the District administration, and the College administration. ...The team also validated the fact that confusion continues to exist regarding the roles and responsibilities of the District and college administration", which undermines their effectiveness in "developing and implementing [the College's] goals and directions"

## College Response to the Recommendation

### Progress Achieved to Date
The Accrediting Commission Visiting Team of October 2005 determined "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."

Since 2004, the Board of Trustees has continued to take steps to ensure that the body 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, Moore Iacofano Goltsman Inc. (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."[35]

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35 The role of the Board policy goals and the Colleges' shared governance operational goals were discussed with information shared by everyone in attendance. This session became a foundation for the consulting firm MIG to meet with the Colleges and gather the Colleges' strategic planning information aimed at identified college goals based upon their mission and vision statements. It also provided an opportunity for the Colleges to demonstrate the integration college educational master plans with their facilities, technology, human resources plans and their budget resources.

<u>Response to Recommendation 12B</u>
The roles and responsibilities of District administration and college administration that are clearly defined and disseminated are illuminated below. They describe the appropriate responsibility and authority for each leadership unit, and, thus, the established accountability standards.

## 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 (Standard 10.A.4); 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 – 6.36 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. (Standards 10.A.3, 10.C.2)

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. (Standards 10.C.3, 10.C.5).

# 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. (Standard 10.C.1)

**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. (Standards 10.A.4, 10.A.3)

**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. (Standard 10.C.5)

<u>District-wide Strategic Planning Steering Committee</u>

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. (Standards 10.C.3, 10.C.5)

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.

## PRESIDENT'S OFFICE

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, where all the District managers meet with the College presidents. As of Fall 2006, these administrators also form the Strategic Management Team responsible for informing the strategic plans and processes of the District. 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). (Standard 10.C.5)

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 Response**

**Analysis of Results Achieved to Date**
With the election of four new Board members in November 2004, the new Board has continuously addressed its policy role, its fiduciary responsibilities, and strengthened the position of the chancellor as the chief executive officer who reports to the Board on implementation of Board policies, the status of District finances, and other central matters.

The Board has experienced a shift in its knowledge in part due to the change in its membership as four of the seven members are new and not scheduled to complete their first term until November 2006 (1 of 7) and November 2008 (4 of 7) Presumably, their shift has been promoted by the training they have received. The Board functions with explicit knowledge of its role and function. Towards this end, it 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 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. (This is 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.[36] Further evidence demonstrates changes in Board's actions:

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;

3. The Board policy review committee has separated the Board policy from administrative procedures so that the Board of Trustees only develops and reviews Board policies.[37] The Board has delegated administrative procedures to the chancellor and his staff to develop and revise. Such delegation is 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; and

4. As part of the strategic planning process, the Board Vice President held 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, 31st and April 4, 2006.

The newly constituted Board functions as a policy-making body reliant on the chancellor as the chief executive officer. They maintain responsibility for the permanent status of the chancellor, Elihu Harris, (who was hired by the Board of Trustees on April 28, 2004) while ensuring accountability through adherence to performance standards. (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). Since November 2004, the Board Presidents have worked with the Chancellor to maintain his role as chief executive officer for the District (and all that that entails[38]), directing the operations of the District in conformity with Board policies, and to avoid Board micro-managing.

The Colleges operate using shared governance in part to ensure efficient communications and exchange of information that leads to continuous strengthening of the capacity of the College and improvements to its teaching and learning mission (Standard 10.C.5). 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

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36 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.

37 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.

38 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.

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.

Caution has to be maintained by Board members as frequently members of the faculty and staff—as among the constituents of the Board—will make requests or recommendations. As part of their support for those constituents and of the College, a Board member/s may communicate his (or her) own request for information or recommendations for actions. The Laney President is careful to require that all communications with Board members by administrators in particular be shared with him so that he can foster direct communication between the Board and his Office to sustain proper communications and sustains the Board's policy and leadership roles. Otherwise, the sometime fluid nature of relationship between Board members and administrators could be misconstrued as micro-managing of the College.

## Next Steps

1. Peralta Board will have new policies in place delineating its governance role and all new trustees elected from this point forward will receive a thorough orientation as to their roles and responsibilities as leaders for a public educational institution.

## Documents

1. Goals of the policy review committee 2005;
2. Board meeting agenda; timed agenda; Board meeting minutes; and handout from Dr. Viar;
3. The Brown Act pamphlet;
4. Last Board meeting agenda with "Request to Advertise"; first Board meeting agenda without "Request to Advertise"; and meeting minutes;
5. Last Board meeting agenda with "Employment"; first Board meeting agenda without "Employment" in closed session; and meeting minutes;
6. 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
7. November 21, 2005 accreditation report from the chair of the visiting team.

## VI  Laney College Report of Progress on Substantive Change Initiatives

Currently, Laney has no substantive change initiatives. Laney College maintains its mission, scope, constituents served, geographic service area, reporting relationship to the Peralta Community College District, and degree and certificate programs. As well, the infrastructure, student learning programs and services, resource, governance and leadership frameworks remain. This context has ensured Laney College's sound accreditation status.

## VII  Laney College Report of Progress: Issues Identified in the 2003 Laney College Self Study
   (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. Addendum C 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 at building its revenue base in sound and creative ways (i.e., bond measures, new initiatives supported by the State of California) Laney received an augmentation of $750,000 to its permanent budget beginning fiscal year 2006-2007. In addition, the District has successfully secured the Measure A facilities bond, which allows for investing at least 60 percent of the funds generated into facilities improvements at Laney. Together, this is relieving tremendous budgetary pressures.
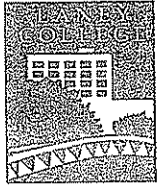
# LANEY COLLEGE
# PARTICIPATORY GOVERNANCE
# AND
# ADMINISTRATIVE STRUCTURES
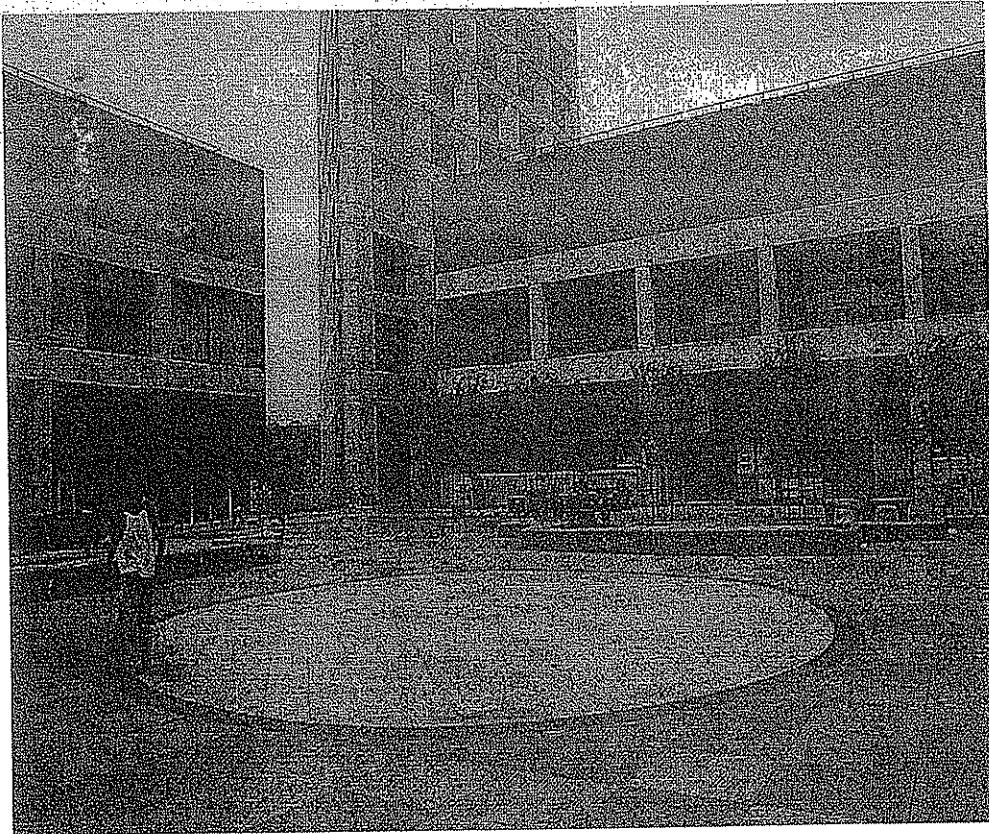


*Adopted 9/18/02*
*Revised 02/02/06*

# LANEY COLLEGE'S MISSION, VISION AND VALUES STATEMENTS

## VALUES:

- **Students First** -- The College exists to meet the educational needs of our students. Management, faculty, staff and other students are here to foster success. Everything we do contributes to and promotes the quality of equal access, and dynamic learning.
- **Respect** -- We demonstrate a commitment to the value of each individual through trust, cooperation, and teamwork. We recognize the worth of each individual and his or her ideas, and treat each other and those we serve fairly, with compassion, and with esteem.
- **Integrity** -- We are committed to nurturing campus trust by holding ourselves accountable to the highest standards of professionalism and ethics.
- **Innovation** -- We encourage and support creativity, collaboration, and risk-taking. We foster and promote innovation in the design, development, support, delivery, and management of all programs and services.
- **Diversity** -- We are a multicultural and diverse organization, an enriching blend of people and ideas. This college is a place for all people, an environment devoted to fostering and embracing the diversity of our staff, faculty, and student body.
- **Competence** -- We share a commitment to performing our work assignments with excellence and continuous improvement. We emphasize doing our best in teaching and learning, student achievement, administrative practices, and the delivery of support services.
- **Collaboration** -- We work cooperatively in a shared governance environment and value individual ability and diversity in thinking, as essential to promote open communication, active participation, exchange of ideas, and collaborative decision-making.
- **Appreciation** -- We demonstrate recognition in the value of the work efforts put forth by all of our faculty, staff, administrators, and students. We will foster employee growth and performance levels through professional and personal development opportunities.
- **Accountability** -- We are individually and collectively responsible for achieving the highest levels of performance in fulfilling our mission. We continually evaluate ourselves in an effort to improve our effectiveness and efficiency in meeting the educational needs of our community.