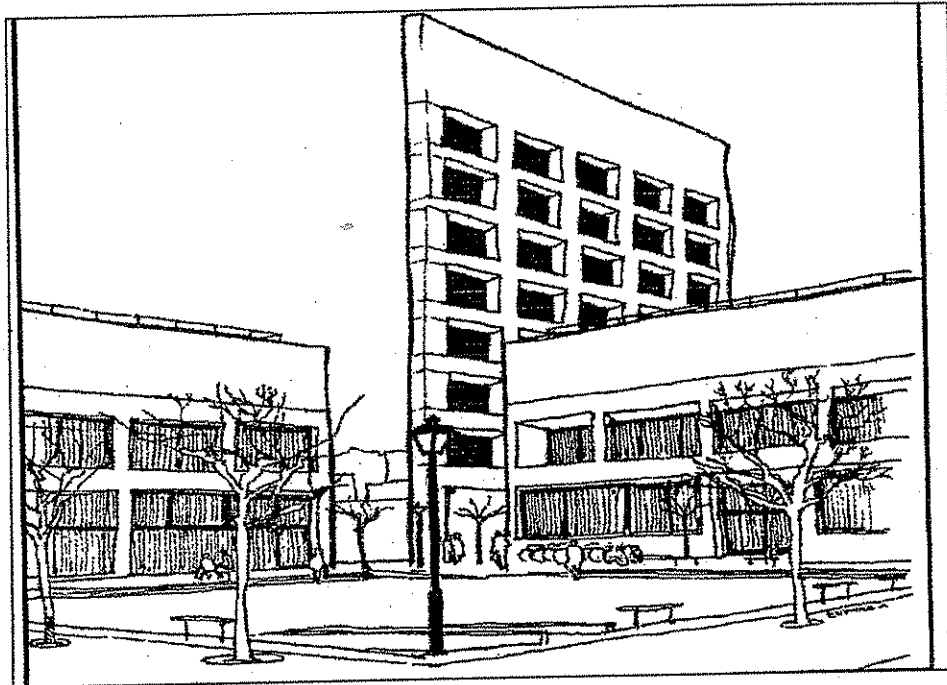


Laney College



Progress Report October 15, 2004

Submitted By
Laney College
900 Fallon Street Oakland, California 94607

to

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

FALL 2004



COLLEGE OF ALAMEDA . LANEY COLLEGE . MERRITT COLLEGE . VISTA COMMUNITY COLLEGE

Laney College Progress Report
Response to the Request of the Commission in the Action
Letter

October 15, 2004

Statement on Report Preparation

District Level Participation in Preparation of Progress Report:

The former Senior Vice Chancellor for Educational Services coordinated the District's response to the Accreditation Commission's recommendations. In order to ensure continuity, the Senior Vice Chancellor for Educational Services' appointment as president of Vista College's included her responsibility for district-wide coordination of accreditation activities. At the district level, department heads were consulted in tabulating personnel actions and identifying the roles and responsibilities of district staff. The Finance Office contributed the description of finance-related activities at the district office and the four colleges. The acting vice chancellor for educational services collaborated with the president of the District Academic Senate, and the Peralta colleges' vice presidents of instruction and student services to craft the response to integrated planning.

PCCD Personnel Contributing to Recommendation Responses:

Recommendation #1: Integrated Planning

Linda Berry-Camara	Vice President, Instruction, Merritt College
Joseph Bielanski	President, District Academic Senate and Co-President, Vista Faculty Senate
Kerry Compton	Vice President, Student Services, College of Alameda
Jannett Jackson	Vice President, Instruction, College of Alameda
Carmen Jordan-Cox	Vice President, Student Services, Merritt College
Jose Ortiz	Vice President, Instruction, Laney College
Howard Perdue	Acting Vice Chancellor for Educational Services

Recommendation #2: Long-Term Liability Planning

Alton Jelks	Acting Chief Financial Officer
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Recommendation #3: Administrative Stability

Trudy Largent	Associate Vice Chancellor of Human Resources
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Recommendation #4 & 6: Board of Trustee Functions

Chuen Rong Chen	Associate Vice Chancellor, Research and Institutional Development
Sheryl Queen	Educational Support Services Assistant
Beth Weyand	Assistant to the Chancellor

College Level Participation in Preparation of Progress Report:

The Laney College Vice President of Instruction / Articulation Liaison Officer was the primary author in developing the college's Progress Report, particularly for Recommendation #5. A draft document was disseminated to the various shared governance constituencies for their review and input. The draft document was considered by members of: the Laney College Policy Advisory Council, the Faculty Senate, the College Council, the Classified Senate Council, the Administrative Leadership Group, and the Associated Students of Laney College. Many suggestions and edits were incorporated into the final version of the Report. The PCCD Board of Trustees approved the Laney College Progress Report in the October 12, 2004 meeting. This final version was disseminated to all the above mentioned constituencies.

Odell Johnson
President

Date



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PROGRESS REPORT - LANEY COLLEGE

October 15, 2004

Introduction

Laney College is a comprehensive California community college. With a student population of 14,000, it is the largest of the four colleges in the Peralta Community College District. The College was originally established as a vocational institution in 1953. Over the years, Laney evolved into a comprehensive community college and moved to the current campus site in 1970. Laney College, which is situated in downtown Oakland, serves a diverse segment of the community, including a growing number of international students.

The college views its mission as one of service to a diverse student population through programs of transfer studies, vocational and career education, student support services, and other programs designed to accommodate the needs of the community.

During March 18-20, 2003, a twelve-member team from the Western Association of Schools and Colleges Accrediting Commission visited Laney College for the purpose of validating the college's application for reaffirmation of accreditation. The specific focus of the visit was to validate the college's Self Study.

On June 30, 2003, the college received notice from the Accrediting Commission that accreditation had been reaffirmed, with a requirement that the college complete a Progress Report to the Commission, submitted by March 15, 2004.

The visiting team found several challenges during its visit to Laney College and the Peralta Community College District. Mid-way through the visit, the district chancellor retired and no successor chancellor was appointed by the Board of Trustees to serve on an interim basis. This sudden leadership vacuum was a source of serious concern to both district and college personnel, causing considerable confusion and apprehension. Further, the team found that many administrators, both at the college and in the district, were either quite new in their positions or held positions on an acting or interim basis. Thus, an absence of "institutional memory," a lack of consistency in numerous practices, and a sense of tentativeness on the part of employees abounded as institutional characteristics. The Laney College self study itself was directly affected by this situation.

Also, during this period of the Accreditation Team visit, the entire district-wide administration, including Laney College, had received potential termination notices (March 15th Notices), resulting in a strong sense of uncertainty among the institution's administrative ranks. It was unclear which administrators would receive continuing contracts, which would be terminated, and how the district-wide organization would be affected.

The visiting team recognized Laney's renewed commitment to refining its governance structure, its values, mission, and vision statements for the college. The team encouraged

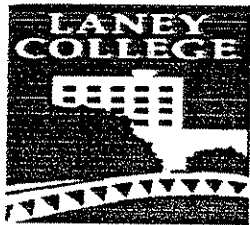
the college to continue to focus its efforts and attention in these areas. At the same time, the Accreditation Team noted that Laney College had not made enough progress in implementing its proposed planning process and was not yet firmly committed to an action path regarding some of the previous team's most important recommendations. The team further understood the need for the district to provide a clear and integrated framework for planning involving all four colleges. Consequently, it became a primary goal for the college to move from discussions about planning to the implementation of integrated planning processes and outcomes.

Lastly, with respect to the district's long-term healthcare liability issue, the team found that the district had identified an option to provide a revenue stream against this liability, but that the option was not yet a firm plan and that the college community was largely unaware of and, as a result, not supportive of the option being pursued.

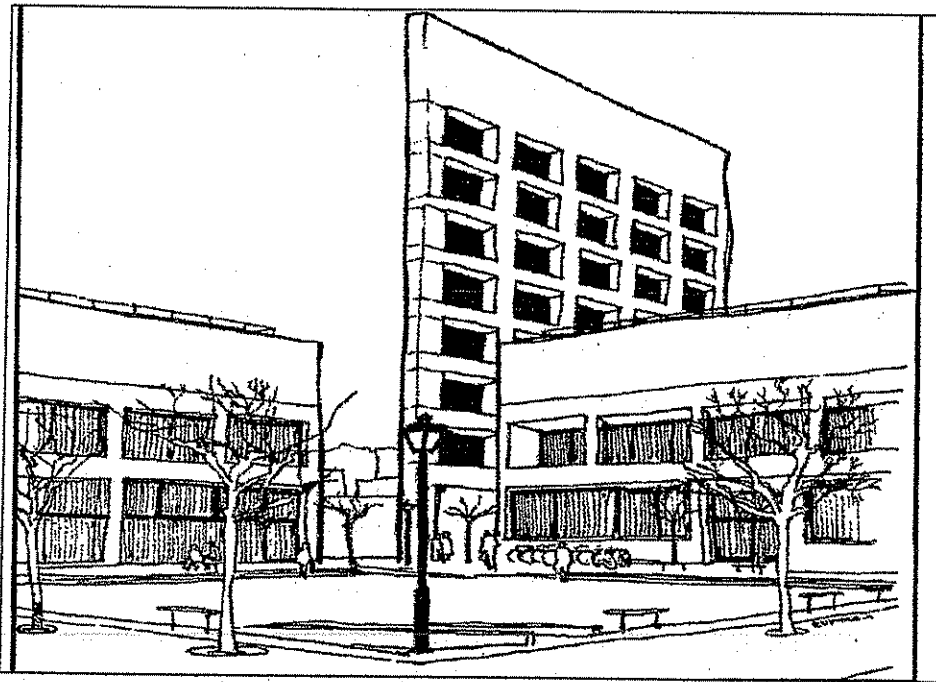
Recommendations

Based on the visiting team's observations as described above, the Evaluation Report presented five (5) recommendations and concerns to be addressed by Laney College. They are:

1. 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)
2. The team recommends that the 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)
3. 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)
4. 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



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Odell Johnson
President

Date



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the college to continue to focus its efforts and attention in these areas. At the same time, the Accreditation Team noted that Laney College had not made enough progress in implementing its proposed planning process and was not yet firmly committed to an action path regarding some of the previous team's most important recommendations. The team further understood the need for the district to provide a clear and integrated framework for planning involving all four colleges. Consequently, it became a primary goal for the college to move from discussions about planning to the implementation of integrated planning processes and outcomes.

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Recommendations

Based on the visiting team's observations as described above, the Evaluation Report presented five (5) recommendations and concerns to be addressed by Laney College. They are:

1. 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)
2. The team recommends that the 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)
3. 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)
4. 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)

5. 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, the individuals responsible for each area, monitoring and follow-up strategies, and expected outcomes. (Standards 3.A.1 , 3.A.2, 3.A.3, 3.A.4, 3.8.1,3.8.2,3.8.3, 3.C.1, 3.C.2, 3.C.3)

Commission's Action

At the meeting of June 11-13, 2003, the Accrediting Commission took action with regard to Laney College, recommending a Progress Report with a visit from an evaluation team. The visit took place on March 26, 2004.

The evaluation team found insufficient progress on the four recommendations that require District's initiatives and actions. The Commission acted to make an additional recommendation:

6. The Progress Report should detail progress made by the Board on activities undertaken to improve the Board's ability to function effectively in accordance with its role as a policy making body. (Standards 10.A.1, 10.A.3, 10.A.5, 10.A.7)

At the meeting of June 9-11, 2004, the Accrediting Commission reviewed the Progress Report submitted by Laney College and the report of the evaluation team. The report was accepted with the requirement that the college submit a new Progress Report by October 15, 2004, to be followed by a visit from Commission representatives.

RECOMMENDATION 1

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)

Progress to Date:

While the four colleges of the Peralta Community College District (PCCD) continue to develop and implement their own strategic planning processes, an integrated district-wide plan and implementation process has been initiated. To this end, the district and campus leadership have validated the urgency of engaging in strategic planning in the district. The Council of Instruction, Planning and Development (CIPD) was designated by the Chancellor in spring 2004 to develop and recommend a model for district-wide integrated strategic planning. This proposed model was initially presented to the Chancellor's Executive Cabinet and Presidents' Council in September 2004.

The proposed model includes a district-wide strategic planning committee, a concept endorsed by the Chancellor. The committee consists of one representative from each district support unit (human resources, finance, educational services, IT, and facilities), one representative from the District Academic Senate, one representative from the district classified senate, and two representatives from each college, a faculty member and a manager. Under the proposed model, the initial function of the planning committee will be to consider the proposed strategic directions of the district, as articulated by CIPD. This includes: student success and increased access by the community; directions that sit at the very core of PCCD's mission statement.

As the four colleges continue to develop their integrated planning and budgeting processes, central support units will construct plans that respond to the colleges needs in conjunction with the District's strategic directions. These unit plans will be continually modified to address the evolving needs of the colleges. Every three years the District-wide strategic planning committee integrates the college strategic plans, the central unit plans, and the environmental scan to create the proposed strategic directions. The strategic directions are approved by the Chancellor and endorsed by the Board of Trustees.

Analysis of Results Achieved to Date:

The external and internal environmental scanning processes were initiated during the 2004-05 academic year in preparation for strategic planning which will begin in the summer of 2005. The Peralta Community College District (PCCD) strategic planning process will be officially launched during summer 2005 with a strategic planning retreat by the Board of Trustees. Internal environmental scans includes current educational master plans, program reviews, and district-wide demographics and resources. District and college mission and values statements have been reviewed and adopted during the past year and have been translated into the proposed strategic directions that sit at the heart of PCCD's mission.

The plan is the outcome of the process. Integrating the processes of the colleges around the strategic directions with the processes of the functional units at the district office constitutes the plan. Operational activities are listed in the unit and college plans. As stated earlier, college planning is in process, ongoing, and cyclical.

Evaluation of student success and increased access will be measured by indicators such as retention, course completion, assessment of progress toward student learning outcomes, and progress made toward reaching the district enrollment goal of 20,000 full time equivalent students (FTES).

Other Planned Activities:

The next step is for the proposed model to be reviewed by the governance bodies at each college campus. Their charge will be to review and provide recommendations on:

1. The strategic planning process;
2. The two strategic directions;
3. The composition of the strategic planning committee;
4. The timeline.

In November 2004 CIPD will consolidate the college recommendations into a single model. Continuing the consultative process, in January 2005 the strategic planning model will again be reviewed by the colleges and district shared governance bodies, including the District Academic Senate, the Group of Advisory Faculty (GAF), Budget Advisory Committee, Chancellor's Policy Advisory Committee, and the Chancellor's Executive and Presidents' Councils.

CIPD will serve a coordinating role regarding the result of the consultation with the college constituencies and the central strategic planning committee. It will continue its function of developing, prioritizing, and coordinating district-wide educational activities. CIPD will assess the results that come out of the planning group for their adherence to the centrality of the educational enterprise, articulated in the strategic directions. The district's strategic plan would ultimately be reviewed by the District Academic Senate (DAS), the Peralta Classified Senate, the Executive Cabinet, and the Board of Trustees to assure that student success and increased access by the community are achieved.

At the same time, the Budget Development Process Planning Committee (BDPPC) will continue to meet and work on the development of a transparent budget process that will be integrated into the plan in such a way that the planning—specifically educational planning as articulated by the strategic objectives—drives the budget, not the reverse.

While the colleges and central services acknowledge that much work lies ahead, that the timelines are very short, and that on the face of it the strategic planning process may appear complex, the participants have refused to compromise or shortcut the task at hand. Now that we have actually begun the planning process, a good deal of newfound optimism characterizes both the work and PCCD employees.

RECOMMENDATION 2

The team recommends that the 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 health care benefits. (Standard 9.C.1)

Progress to Date:

On June 2, 2004, the District reached an agreement with all three unions: Peralta Federation of Teachers (PFT), S.E.I.U. Local 790, and I.U.O.E. Local 39. Health benefits were renegotiated, with co-pays one of the negotiated items. Employees hired on or after July 1, 2004, will be provided with Medical benefits until they are Medicare eligible, with a ten-year vesting period for employees versus the five-year period for those hired before this date.

In February 2004, a new Actuarial Study was completed with constituencies in agreement on its validity. The new study shows the District's liability to be \$115 million rather than \$150 million.

Analysis of Results Achieved to Date:

There are four colleges - College of Alameda, Laney College, Merritt College and Vista Community College - within the multi-college Peralta Community College District. All union contracts are negotiated at the District level, and as such health benefits also are negotiated and determined at a District level. The Colleges are represented on the appropriate committees that research, discuss, and negotiate contract issues. Clearly, the new health benefits package will reduce the future obligation of the District.

Other Planned Activities:

The district is exploring opportunities to set aside additional funds to close the gap. Currently the district has \$1.3 million set aside to cover the current cost of the medical liability. The district is looking into potential additional avenues and remedies that will assist Peralta in reducing the burden of this liability. In particular, the district is researching the issuance of Medical Benefits Obligation Bonds to fully fund the health retirement costs for current and retired employees over a period of time.

Laney College will continue to participate with the District Office and sister colleges in assessing solutions to address this recommendation. The imminent hiring of a new chief financial officer should provide the necessary leadership.

RECOMMENDATION 3

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)

[The district has addressed part of this recommendation in appointing a permanent chancellor. The Progress Report should detail progress on the second part of this recommendation as follows]: 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 10C.1, 10C. 2)

Progress to Date:

With the appointment of a permanent Chancellor, the District embarked on a reorganization effort to downsize the District Office and to place some responsibilities back to the colleges. The Senior Vice Chancellor for Administration and Finance resigned to take a position at another district and the position was eliminated. The Senior Vice Chancellor for Educational Services was assigned as interim President to Vista College and the District Vice Chancellor for Admissions and Records was assigned to fill many of the functions of the Vice Chancellor for Educational Services. Other duties of the Senior Vice Chancellor for Educational Services have been redistributed among senior level administrators throughout the district and colleges. The District reassigned two Public Information Officers and two Research Officers back to the Colleges. Because the PIO Officers had originally been located at Merritt College and Vista College respectively, they were reassigned back to those colleges and the two researchers were reassigned to Laney College and College of Alameda.

In fall 2003 there were 66 management positions at the four colleges and the district office. Of those 10 were interim and 26 were vacant. In fall 2004 there are 53.5 management positions and of those 9 are interim and 8.5 are vacant.

Administrative stability at Laney College was of a primary concern. Since the resignation of Laney's President in December 2004, an Interim President has been appointed. The former President of Laney College (1981-1996), Mr. Odell Johnson has returned to provide stability and leadership to the campus. The faculty and staff have been extremely supportive of this appointment. The contract Vice President of Instruction at Laney College was reappointed through June 2006 and four interim deans were awarded permanent contracts through the same time period. Currently, at Laney, two dean positions remain vacant: one due to budget reductions; the other is in the selection process, to be filled by November 2004.

Analysis of Results Achieved to Date:

The mid-year resignation of Laney's President created an opportunity to bring back from retirement Odell Johnson, past president of Laney College. Mr. Johnson served as President for fifteen years (1981-1996) and had expressed a willingness to serve as an interim president while Laney pursued a search for a permanent president. Mr. Johnson's appointment has generated a new sense of optimism among the faculty and staff that has led to his appointment extension through June 2005. President Johnson has taken decisive action to hire permanent faculty and staff, to revitalize deteriorating facilities, and to reconnect Laney to its glorious past and hopeful future.

The extended appointment of the Vice President of Instruction has also been received well by faculty and staff as it ensures consistency from that office for at least four years. The Vice President of Instruction serves as the Accreditation Liaison Officer and has been instrumental in moving Laney College toward fulfilling the Commission's Recommendations and to position the college for its transition to the new Accreditation Standards that focus on Student Learning Outcomes.

The college's Vice President for Student Services is an interim appointment and has been purposely continued in that status so that the incoming permanent president may have an opportunity to appoint the individual best suited for his or her administrative team.

Other Planned Activities:

Interim President Johnson is contracted for the remainder of the 2004-2005 academic year. The search for a permanent college president will begin in the spring '05 semester with the view of having the position filled for July 1, 2005

The interim Vice President of Student Services is contracted through December 30, 2004. An internal search for an additional one year interim appointment is currently being conducted.

The vacant dean for Fine & Applied Arts, Physical Education has experience three searches with no viable candidate recommended. The proposed remedy is to hire from within the PCCD faculty ranks as a professional development opportunity. A job announcement was distributed and closed on August 30, 2004. A selection committee is being formed with a view of having an individual hired for the spring 2005 semester.

RECOMMENDATION 4

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 organizations 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 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 and related accountability standards are established. (Standards 10A.3, 10A.4, 10C.1, 10C.2, 10C.3)

Progress to Date:

The Board of Trustees held a retreat on May 13, 2004, dedicated to a succinct and specific review of the roles and responsibilities of a trustee. This meeting was followed by the passage of Resolution #03/04-50 on June 8, 2004, concerning their commitment to support the accreditation standards, affirming the concept of peer review, and supporting the Chancellor's authority to organize and provide for the educational functions of the district's colleges in order for College of Alameda, Laney College, Merritt College, and Vista Community College to maintain the highest academic standards. The Board committed to working to meet the four conditions as outlined by the March 2003 visiting teams and responding to the Commission's standards for a multi-college district.

Since this time, the Board has demonstrated reliance on the Chancellor for his recommendations. It has adopted the Chancellor's recommendations for reorganization of the District Office, hiring of permanent staff, naming of interim staff where appropriate, and aligning District Office functions to better serve the college communities. Additionally, they have approved the awarding of services contracts and governing resolutions per the recommendation of the chancellor.

Analysis of Results Achieved to Date:

Following are descriptions of the roles and responsibilities assigned to the Board of Trustees, the District Administrative Divisions, and the College. This is followed by brief analyses.

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 (BP 1.05 - Duties and Responsibilities of the Board of Trustees) of the Board of Trustees are to: appoint a Chancellor as the district's chief executive officer; establish the district's educational priorities (BP 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 (BP 3.03 -

3.91 Personnel), assignment, salaries and benefits for all personnel; determine operational (BP 6.02 – 6.86 Business Services) and capital outlay budgets; determine the need for tax levies and bond measures; establish policies for administering gifts, grants, and scholarships; ensure district properties are managed efficiently; monitor the use of public resources; and address the needs and concerns of students, staff and the community.

Analysis: The Board has policies in place relating to the educational priorities of the district. This includes policies for short and long-range planning; policies for academic standards, probation, dismissal, re-admission, student fees, graduation, student conduct, and other policy issues relating to the educational well-being of the district. The Board understands its role as policy makers for the district.

This is an election year with four incumbents scheduled for re-election. On August 4, 2004 all four Peralta Trustees decided not to file for their seats. There are nine candidates running for four seats. Of the seats which are open two trustees running will represent the Berkeley, Albany, Emeryville area. One trustee will represent the Oakland area and one trustee represents the Alameda area. Along with a majority of the Trustees leaving the Board, there is also a loss of history, as three of the trustees represent the historical memory of Board. They were sitting for 12, 17 and 19 years respectively. It is almost impossible at this point to determine the various effects of change this will have.

The Chancellor and College Presidents scheduled a candidate's night Tuesday September 21, 2004 to offer some training and assistance to those individuals who have decided to run. The Chancellor has also scheduled a training session for the full Board to occur after the November election.

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 of Trustee policy, the role of the District office is coordination among and to provision of support services to the four separately accredited colleges.

Analysis: A permanent chancellor, Mr. Elihu Harris, was hired by the Board of Trustees on May 1, 2004. The district operations are under his direction.

President's Office

Description: The college presidents meet monthly with the chancellor as the Presidents' Council. Other interaction occurs monthly between the presidents and the chancellor at the district Executive Cabinet meeting where all the district managers meet with the college presidents. The college presidents are also part of the Chancellor's Policy Advisory Committee (CPAC), which meets monthly. This committee recommends policy changes to the Board of Trustees.

Analysis: The chancellor uses his Executive Cabinet and Presidents' Council meetings to disseminate information 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 responsibility for accreditation, for example, is being handled by the president of Vista College.

Educational Services Division

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

Analysis: Since the senior vice chancellor for this division was appointed as president of Vista Community College; an acting vice chancellor, the current associate vice chancellor of admissions, records, and student service, was given this additional responsibility. The acting vice chancellor has implemented structural and procedural changes around decentralization in an effort to streamline the district's operations for this division. Certain functions that used to be the responsibility of this office are now in the hands of the college presidents and vice presidents. Program review and tenure track evaluation are under the direct leadership of the colleges. The district office provides support for these activities.

- Tenure Review: the Office of the Vice Chancellor Educational Services is currently responsible for processing all the student evaluations of all tenure track faculty, part-time faculty, and tenured faculty. The executive assistant to the Vice Chancellor Educational Services controls the flow and handles all the district-level record keeping for the tenure review committees. There are monthly meetings with the facilitators. There are two orientation sessions done each fall and each spring, which include all the college tenure facilitators, the faculty union, the District Academic Senate (DAS), and Educational Services personnel. One of the areas that require some oversight from the presidents and vice presidents is consistency in the interpretation of the contract language as to the tenure track process.
- Program Review: Peralta has a common course numbering system. Therefore, program review by discipline occurs simultaneously at the four colleges. The schedule for program review has been built out for five years to coincide with the accreditation cycle, with the sixth year devoted to preparation of the self-study. The vice presidents of instruction are to review the current program review criteria, guidelines and schedule for potential revisions. Any new recommendations will seek Academic Senate approval. The Office of Research and Institutional Development staff members hold training sessions each semester presenting new program review data.

The four vice presidents of instruction, working with the acting vice chancellor for educational services, will verify the disciplines for which program reviews will be done each year. A master list for the next five years is available and will need to be updated annually. Student services program review area guidelines will need to be done for each semester / year and will be coordinated by the four vice presidents of student services working with the acting vice chancellor for educational services

- Accreditation: The colleges are responsible for responding to the specific recommendations pertaining to them. However, the four major recommendations concerning the board of trustees and the district office have been coordinated by President Walters, in conjunction with the district office staff and college presidents. The following plan was developed. The Progress Report will go to the trustees by October 12, 2004 to meet the October 15, 2004 deadline of ACCJC. There will be an update for the Board Executive Committee on the role of the board and a statement prepared on the stability recommendation. The associate vice chancellor of research and institutional development will detail functions vis-à-vis the college organizational structure and the district. The acting vice chancellor for educational services will take the lead on integrated planning. The acting chief financial officer will take the lead on answering the question concerning the unfunded liability.

- Council on Instruction, Planning, and Development (CIPD): Since 40% of students in the district take courses at more than one college in a semester, and since there is a common course numbering system, and since an accreditation recommendation is in the area of district-wide planning, CIPD continues to be a relevant shared governance forum. CIPD is a district-wide curriculum-approval meeting and all colleges participate before curriculum and program changes go to the board and to the State Chancellor's Office for final approval. CIPD meets eight times a year to review the work of the four college curriculum committees. An educational support services analyst at the district office is responsible for maintaining the course database, the Program and Course Approval Manual, and course reporting requirements required by the State Chancellor's Office, as well as preparing information for the board. CIPD membership includes faculty members appointed by the college faculty senates, articulation officers from each college, curriculum chairs from each college, and an administrator from the college (usually the vice president of instruction.) There are also ad hoc members, including at least one vice president of student services and the District Academic Senate president. This group also has begun to work on integrated planning district wide.
- District Faculty and Staff Development Officer: This is a faculty member assigned as part of the PFT contract. There is \$120,000 annually that has been negotiated with PFT and is proportionally allocated to the college staff development committees. There is also \$18,000 in the Educational Services Office to pay for Flex Day activities that occur District-wide. A new District Faculty and Staff Development Officer has been selected per the PFT Contract procedures. This person currently reports to the Vice Chancellor of Human Resources.
- Workforce and Economic Development: This is a position in the Educational Services Division that was de-funded last year. Another employee handled VTEA and Tech Prep, but as of July 1, 2004, has moved to Laney College to assume the position of Dean of Vocational Education. The VTEA reports have been coordinated on a district-wide basis through Tech Prep coordinator, now at Laney. A staff assistant at the district is responsible for fiscal monitoring and reporting for these categorical projects, including coordinating submittal of the district's four college plans to Sacramento. The workforce and economic development position is on schedule to be filled this year. The individual, once hired, will oversee all contract education, workforce, and economic development activities at the district.
- Admissions, Records, and Student Services: Currently the admissions and records function is managed by the acting vice chancellor for educational services, with one staff member located at each college, and nine staff members at the district office. Student service functions at each of the colleges are led by a vice president and a number of deans.

- Research and Institutional Development: This area is currently staffed by one Associate Vice Chancellor; one Support Services Analyst; one Research Data Specialist in Assessment; one Research Data Specialist in Matriculation. There is one clerical assistant who is categorically funded and one Staff Services Specialist/Special Projects who is 60% VTEA funded and 40% general funds. This unit reports to the Acting Vice Chancellor for Educational Services. The function of educational grants, contracts and monitoring of all categorically funded and specially funded monies is in this unit. The Staff Services Specialist/Special Projects and the Support Services Analyst currently do this work. This office also monitors the Assessment Contract with Alameda County. A listing of all the grants and contracts that are currently handled by this office is available. It includes all categorical as well as outside funding. This unit is currently managed by the Associate Vice Chancellor of Research and Institutional Development.
- International Educational Services: The Office of the Associate Vice Chancellor International Education charged with the recruitment of international students currently reports to the Acting Vice Chancellor for Educational Services.
- District Academic Senate (DAS): The faculty member who is the DAS President is assigned a .5 release to do district-wide work. To further meet district shared governance expectations, the chancellor, a college president, and staff from the district office, meet with the Group of Advisory Faculty (GAF) which consists of PFT representatives and the four college Faculty Senate presidents.
- College Presidents: The four college presidents are meeting on a regular basis with the chancellor as the Presidents' Council. This is the group of administrators that is ultimately responsible for student learning, and is ultimately accountable for budgets, Educational Code requirements, Title 5 requirements, and accreditation. This group is also influential in the recommendations going to the board through the chancellor. The presidents meet as a group with the chancellor on the second Thursday of each month. On the fourth Thursday the chancellor would hold his Executive Cabinet meetings. This helps to integrate communication across the four colleges and within the district office.
- Faculty Hiring Recommendations: Originally the senior vice chancellor played a final role in the process before the recommendation went to the chancellor for final approval. This responsibility is now assigned to college presidents. The presidents submit the recommendations to the chancellor and are available to answer his questions before he renders his final decision. The college faculty and administrators consult on these decisions and look carefully at the needs of departments and disciplines relative to the college's Educational Master Plan and performance indicators. Only then do the recommendations move to the executive administrative levels.

- **Sabbaticals:** Sabbaticals for faculty follow a process outlined in the PFT contract. The district's staff development officer does the in-service training for college faculty. Colleges are responsible for selecting faculty for sabbaticals following a process detailed in the PFT contract. Levels of approval include the college's Staff Development Committee, the vice president of instruction, and the president.
- **Library Materials and Instructional Equipment:** Prior to fall 2004, college allocations were figured using a complicated formula. The final recommendation for uses would be made by the colleges to the senior vice chancellor and sent on to the chancellor for his approval. This year an agreement was struck at the Presidents' Council that the colleges would be allocated the money based upon their FTES for fall 2002. Colleges would continue to determine how it was spent using their established integrated planning and budget processes. Library materials continue to be selected by academic librarians at an individual Peralta college, in consultation with that college's faculty and Curriculum Committee.
- **Categorical Budget Allocations:** These allocations are made, for the most part, based upon the application of formulas that come from the State Chancellor's Office. The allocation process takes place in the Research and Institutional Development Office. Dollar amounts are passed through to the colleges, where they are managed by categorical administrators and specialists. All expenditures are ultimately tracked by the college business managers.

With the move of the senior vice chancellor to the presidency of Vista, and with the elimination of the two senior vice chancellor positions, Educational Services Division functions are either being performed by the acting vice chancellor or have been moved to the colleges for performance and assessment there. There is a clear effort to decentralize certain functions. By thoroughly explaining the functions above, more clarity has resulted regarding what is done by a college versus the district. Clearly this decentralization is still a work in progress, and the ultimate proof of its effectiveness will only emerge after an academic year has passed and the effectiveness of the changes assessed.

Finance Division

Description: The roles and responsibilities of the Finance Division are to assist the colleges and the district office in achieving their educational missions by providing fiscal stability and compliance with governmental mandates and funding requirements; implement financial policies and procedures; provide leadership and financial services in purchasing, budgeting, payroll operations, and accounting. Purchasing services includes approving requisitions, supervising mailroom and duplication service operations; directing warehouse operations; maintaining inventory of stores, equipments, and fixed assets, and providing mail and supplies delivery services.

Analysis: The selection process for the Chief Finance Officer vacancy is to be completed in the fall 2004. In the meantime, the Special Assistant to the Chancellor oversees this office, ensuring appropriate attention to district budget matters. Upon assuming this responsibility, he has met regularly with the four college business managers to ensure that the colleges are kept informed of all activities of the district Finance Division.

Human Resources Division

Description: The roles and responsibilities of the Human Resources division are to 1) plan, organize, and administer a comprehensive human resources management program for the district; 2) coordinate and execute policies, methods and procedures pertaining to employee recruitment, selection and performance evaluation; 3) assess professional development needs, classification, and compensation; 4) coordinate all activities of risk management, assisting colleges in providing a safe and healthful educational environment for students, and a safe and healthful working environment for employees, protecting the district against the financial consequences of catastrophic losses and reducing the district's cost of risk; 5) provide health and safety guidelines; 6) develop a district safety policy, safety manual, and loss procedure manual; 7) coordinate employee relations and employee benefits programs; 8) coordinate and provide information regarding affirmative action issues; 9) provide safety and police services; 10) coordinate faculty and staff development; and 11) ensure equal opportunity in employment, programs, activities and educational environments.

Analysis: In March of 2004 there were 66 administrative positions, 26 of which were vacant, 30 permanent, and 10 interim. Today there are 53.5 positions, 9 of which are interim positions, 36 permanently filled, and 8.5 vacant. The hiring process is currently underway for 6 of the vacant and/or interim positions. While March 15th notices were given to all administrators district-wide, only 3 administrators were reassigned and 1 terminated.

In response to accreditation recommendations of June 2004, the Peralta Community College District has demonstrated its commitment to stabilize the district's administrative team by hiring a permanent chancellor. Since the beginning of the year, the Chancellor has put in place the following 16 administrative positions with the help of the Vice Chancellor for Human Resources, thereby increasing the stability of the district. Ten administrative positions have already been filled, 1 at the district office, 2 at College of Alameda, 2 at Merritt College, and 5 at Laney College. Where searches are in progress or scheduled to begin, the Chancellor has assigned interim appointments. The 16 administrative positions, with date of appointment, are as follows.

District Office (1): Chief Information Officer (May 11, 2004);

College of Alameda (2): Vice President of Instruction (July 6, 2004), and Division Dean II of Business and Transportation (August 31, 2004);

Merritt College (2): Business and Administrative Services Manager, (August 31, 2004), and Dean of Student Services (September 28, 2004);

Laney College (5): Business and Administrative Services Manager, 2 Deans of Student Support Services (Matriculation; EOPS/CalWORKs/DSP&S); Division Dean II (Humanities); Division Dean II (Vocational Technology) (August 31, 2004);

District Office (6): Six other administrative positions are in the recruitment and selection phase.

Associate Vice Chancellor for Budget and Finance,
Director of Administrative Services & Information Technology,
Director of Technology Services/Information Technology,
Director of Risk Management and Benefits,
Director of General Services,
Associate Vice Chancellor, Special Assistant to the Chancellor.

District human resources personnel have been instrumental in expediting the hiring process and handling personnel transactions. Working within the context of the various labor contracts, the district personnel office insures that procedures are followed to allow for fair employment of qualified personnel.

Information Technology Division

Description: The roles and responsibilities of the Information Technology Division are to develop short- and long-term plans and strategies to deliver services to meet defined user needs; evaluate technical trends and select directions to effectively meet long-term information needs of user; plan long-term hardware and software acquisitions; plan information and office automation system development; Stay current on innovations, changes, trends, and directions in the industry; and disseminate pertinent information to staff; direct marketing activities to produce new income; Identify systems obsolescence and coordinate close-down for minimum disruption to users and personnel; direct general day-to-day operations, including problem resolutions, staff administration, systems design, systems development, systems implementation, staff and user training, hardware and proprietary software selection, acquisition, and installation; plan, coordinate, and monitor communications with current and potential users on an ongoing basis to define needs in user training, systems, and software; and evaluate legislative activities and integrate information relevant to information systems; and to select, train, delegate responsibility to, and evaluate staff.

Analysis: The Chief Information Officer was hired June 2004 to assume responsibility for all matters related to technology. At the August 31, 2004 meeting, the Board of Trustees voted to allow the district to begin negotiating with PeopleSoft, Inc., for an integrated administrative software system. This new system would ensure that data are available to all faculty and staff for planning and decision-making. Announcements to hire second level managers will be released shortly.

Marketing, Public Relations & Communications Division

Description: The roles and responsibilities of the Marketing, Public Relations and Communications Division are to 1) develop a strategic marketing plan, integrating functions of public information, public relations with advertising, publications and news services; 2) develop marketing campaigns for fine arts performances, vocational programs, athletic activities, other special events, and high school recruitment in consultation with college administrators and the director of enrollment; 3) cover Board of Trustees meetings and district-wide meetings as the press information officer; 4) coordinate district-wide promotional activities; 5) develop internal and external newsletters; 6) supervise the publication of schedules, catalogs, brochures, web sites, television and radio ads.; 7) coordinate the functioning of PCTV; 8) produce marketing materials; 9) provide public relations services; 10) provide communications district-wide; and 11) maintain web services.

Analysis: The Executive Director of Marketing has been working with senior officers of the district and the two college Public Information Officers mapping an effective marketing plan to increase the awareness of various programs offered by Peralta Colleges.

Physical Plant Division

Description: The roles and responsibilities of the Physical Plant Department are to 1) provide a safe, operational, and desirable physical environment that supports the educational mission and administrative goals district-wide; 2) organize and implement long and short-range construction, improvement, maintenance and grounds programs; 3) develop five-year construction and deferred maintenance plans; 4) develop, negotiate, prepare for Board approval, and administer construction contracts; 5) assist colleges in facilities planning; 6) provide management oversight for consultants, contractors, and project managers for district facilities programs and capital projects; 7) in conjunction with risk management, develop and implement preventive measures for the health and safety of all staff, students and the public in accordance with appropriate health code standards and the Office of Safety and Health Administration; 8) provide custodial services; 9) maintain and manage district real property inventory; 10) maintain landscapes; and 11) provide all engineering services.

Analysis: The Physical Plant Department is significantly understaffed resulting in low productivity. Efforts are currently underway to fill all existing vacant positions, and a reorganization of the department under consideration by the Chancellor is expected to greatly improve the department's ability to be more proactive in its short-to-long range planning and thus more productive in its delivery of services. The current model of decentralized custodial services should be re-visited as a means of addressing the impact of minimal human resources and disparate management styles on district-wide facility cleanliness.

The Director of Physical Plant has met with faculty and staff from the colleges and has taken the necessary steps to initiate various activities and construction projects. These include a new campus for Vista Community College, a new art building for Laney College, and extensive improvements to the physical environment of all four colleges.

Laney College

Description: The Laney College Administration is responsible for the day-to-day teaching and learning operations on its campus. The administration consists of a president, a vice president of instruction, a vice president of student services, four instructional deans, two student support deans, and a business manager. This team of administrators have the combined duties and responsibilities of overseeing operations which include, but not limited to, 1) class scheduling and implementation; 2) student support services in counseling, financial aid, admissions, and tutoring; 3) management of categorical programs and grants such as, EOPS, CalWorks, DSP&S, Puente, Project Bridge, etc.; 4) cafeteria and food service operations; 5) custodial services and facilities management; and 6) management of college budgets and finances.

Analysis: Laney College employs approximately 135 full-time faculty, 321 part-time faculty, 86 classified employees, and provides work opportunities to hundreds of students. College administrators, faculty, and staff continue to provide daily educational and personal support to over 14,000 students, as well as being responsive to a myriad of community needs.

Other Planned Activities:

The Board of Trustees, the Chancellor, the District Office, and the College consider that this recommendation has been met. We will continue to operate as described above, maintaining the separation of roles and responsibilities while keeping our focus on providing the best service to our students and the community.

RECOMMENDATION 5

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, the individuals responsible for each area, monitoring and follow-up strategies, and expected outcomes. (Standards 3.A.1 , 3.A.2, 3.A.3, 3.A.4, 3.8.1,3.8.2,3.8.3, 3.C.1, 3.C.2, 3.C.3)

Progress to Date:

At the end of spring semester 2003, the college finalized its new values, mission, and vision statements, which were accepted and approved by the Board of Trustees on January 13, 2004. During the 2002-03 academic years, the Faculty Senate's Educational Planning Task Force designed a conceptual framework for an integrated planning process. The conceptual framework was disseminated among and approved by the campus shared governance groups, including the Laney College Policy Advisory Council, the Faculty Senate, and the College Council. These campus constituencies had an opportunity to review and comment on the conceptual framework. A college strategic plan surfaced from the work done by the college community during its self-study process. The self-study identified important issues and concerns of the college community. To continue this work, the Educational Planning Task Force identified institutional goals and seven strategic directions. The conceptual framework included a calendar of events necessary to complete an annual unit operational plan.

Due to the administrative and budgetary instability, the scheduled activities were not implemented during the early part of the fall 2003 semester. Nonetheless, the Planning Task Force continued to meet during the fall term, refining its approach to the implementation of unit planning, albeit with limited administrative support. The Task Force recommended that department chairs continue to develop unit goals in preparation for the broader implementation of the educational planning process. Educational planning was included in monthly department chair meetings. By the end of the spring 2004 semester, department chairs submitted department goals to the division deans.

During its December 2003 meeting, the Task Force recommended that full implementation of the educational planning model was not feasible for the 2003-04 academic year and that the most viable approach to the planning process was to pursue the implementation of a pilot planning project during the spring 2004 semester. The "pilot" concept called for each division dean to identify one department within their division to beta test the educational planning process.

And thus, for the spring semester 2004, three departments agreed to pilot the educational planning process: Chemistry, Geography, and Graphic Arts. The program review served as the basis for planning. The division deans worked directly with department chairs and

faculty during this pilot phase. The Vice President of Instruction continued to facilitate the pilot project phase of the planning process. Upon the completion of the spring semester, the work accomplished during the pilot project phase was evaluated by all parties involved. Recommended modifications were made to forms, procedures, and definitions. The pilot project served its purpose and the Task Force decided to move forward using the lessons learned from the pilot project as a model for broader planning implementation starting in fall 2004.

There has been significant progress in implementing an integrated planning process at Laney College since the Commission's meeting in June 2004. During the summer 2004, the administration worked to prepare for the broader implementation of planning by the educational departments. By fall 2004, one fundamental requirement was that all departments participating in the planning process would need to have a program review in place. Many departments have completed a program review within the last three years. In consultation with the incoming Faculty Senate President, a decision was made to abridge the existing program review criteria so that any department that had not completed a program review, or departments which needed to update existing program reviews, could do so.

The 2004-2005 Academic Year opened with a series of professional development activities (flex-cal) which included a full, two-hour presentation during a plenary session of faculty and staff, dedicated to Laney College's Response to the Accreditation Commission. At this presentation, the administration shared the results of our visit with the Commission in June 2004 and initiated a dialogue on the following topics:

1. Focus on Educational Master Planning Implementation
2. The Transition to the New Accreditation Standards
3. Program Review: Abridged
4. Planning Template

The first college-wide Department Chairs meeting (September 2, 2004) was dedicated exclusively to the implementation of unit level planning. Bruce Jacobs, former faculty member and Planning Task Force member, was given a non-teaching assignment to facilitate the planning process among the various departments and division. Mr. Jacobs worked with the Vice President of Instruction and the division deans to identify the sequence of events and timelines that would lead the college units through its first year of planning.

The schedule of events for the 2004-2005 academic year is as follows:

Task	Timeline
1. Department Update of Program Review	Sept. 2 thru Oct. 4, 2004
2. Develop Department Objectives & Activities	Oct. 5 thru Nov. 15, 2004
3. Develop College Prioritization Criteria	Sept. 1 thru Oct. 20, 2004
4. Prioritize Division Objectives	Nov. 16 thru Nov. 29, 2004
5. Prioritize College-Level Objectives	Nov. 30, 2004 thru Feb. 7, 2005
6. Prepare for Facilities and Technology Committees' Integration	Sept. 9 thru Dec. 15, 2004
7. Compilation & Publication of Educational Master Plan	Nov. 15, 2004 thru Jan. 15, 2005
8. Recommendation of College Priorities to the President and College Council	February 2005
9. Recommendation of Funding Related Priorities to Budget Advisory Council	March 2005
10. Final Budget Recommendation by the President	April 2005
11. Planning Process Evaluation	Feb. 1 thru April 30, 2005

The above schedule of events conforms to the Educational Planning Process Model approved by the campus shared governance constituencies in the spring 2003.

The new Interim Vice President of Student Services has embraced the planning model and its application to student support services. Many units in student support services have completed a program review within the last three years and have joined the planning effort. The Counseling Department, Matriculation, EOPS, Financial Aid, Admissions & Records, CalWorks, DSP&S, Student Activities, Assessment, Health Services, Tutorial Services, Athletics, and Student Employment Services are participating in developing program reviews, as well as department goals and objectives.

The Technology and Facilities Committees have reconvened for the new academic year and are actively managing a myriad of projects and demands across the campus. Each committee is working with District personnel to monitor and complete ongoing projects. The committees have received an orientation as to their roles in the planning process and are currently taking steps to document their plans. Both committees will take a two-prong approach to monitoring current projects and their timelines, and to ensure completion during this fall semester. Current Technology and Facilities projects will be inventoried and assigned a completion schedule and funding source. This inventory shall be completed during the fall semester. Then, once priorities have been established as part of the

Educational Master Plan, the committees will integrate their inventories with college level objectives and formulate their respective plans.

Analysis of Results Achieved to Date:

The Laney campus has responded positively to the educational planning initiative. For many years, the Educational Master Planning and its implementation, its rewards, and its challenges have been discussed. In 2003, however, the faculty and administration took concrete steps to design a reasonable planning model that has potential for successful implementation. The educational master planning mode has been accepted by all levels of the organization. The college has gained stability within its administration, faculty and staff. The campus recognizes that having the Educational Master Plan as the driving force behind our actions and decisions leads to an honest attempt at implementing integrated planning. The Laney College community is at the threshold of achieving a milestone that will characterize the institution for years to come and create the conditions for achieving excellence. Greater value is added to this accomplishment in that the institution has accepted the paradigm shift to the new Four Accreditation Standards and Student Learning Outcomes.

Plans and efforts are being made at the college and district level to raise awareness of the new Four Accreditation Standards and Student Learning Outcomes. Flex-Cal activities have included many presentations and workshops on the subject. Faculty and administrators have attended training sessions provided by the California Community Colleges Research and Planning Group.

Other Planned Activities:

The educational master planning process will run its course this academic year, culminating in a budget development process that will be responsive to the priorities established by the institution and its constituencies. Also, before the end of the year, an evaluation of the process will be completed to inform any needed modifications for the 2005-06 planning cycle.

Parallel planning is being conducted at the district level and the college fully expects our plan to cohere with the broader District plan and priorities.

The College will continue to foster awareness and training on the new Four Accreditation Standards and Student Learning Outcomes through professional development activities and district/college level planning for dialogue and implementation. For example, a Laney team of administrators and faculty will be attending the AACJC/WASC Student Learning Outcomes Workshop in the spring 2005, in San José.

RECOMMENDATION 6

The Progress Report should detail progress made by the Board on activities undertaken to improve the Board's ability to function effectively in accordance with its role as a policy making body. (Standards 10A.1, 10A.2, 10A.3, 10A.5, 10A.7)

Progress to Date:

The Board held a retreat on May 13th dedicated to a succinct and specific review of the roles and responsibilities of a trustee. This meeting was followed by the passage of Resolution #03/04-50 on June 8, 2004, concerning their commitment to support the accreditation standards, affirming the concept of peer review, and supporting the Chancellor's authority to organize and provide for the educational functions of the district's colleges in order for College of Alameda, Laney College, Merritt College, and Vista Community College to maintain the highest academic standards. The Board committed to working to meet the four conditions as outlined by the March 2003 visiting teams and responding to the Commission's standards for a multi-college district.

Since this time, the Board has adopted the Chancellor's recommendations for reorganization of the District Office, hiring of permanent staff, naming of interim staff where appropriate, and aligning District Office functions to better serve the college communities.

Analysis of Results Achieved to Date:

The Board recessed during the month of August, but at their August 24th meeting, one trustee announced her retirement effective immediately, and three other trustees will not be running for re-election. At the present time most of the trustees are very involved in the numerous elections taking place in the district, cities, county, and at the federal level.

To date, members of the Board of Trustees have demonstrated a willingness to comply with the Commission's recommendation to focus their function as policy makers.

Other Planned Activities:

The Board of Trustees has resolved to continue maintaining its role as a policy making body. With the imminent election of four new Board members this coming November, a retreat is planned for next summer that includes an orientation on the role of Board members and the delineation of duties for district and college staff.

