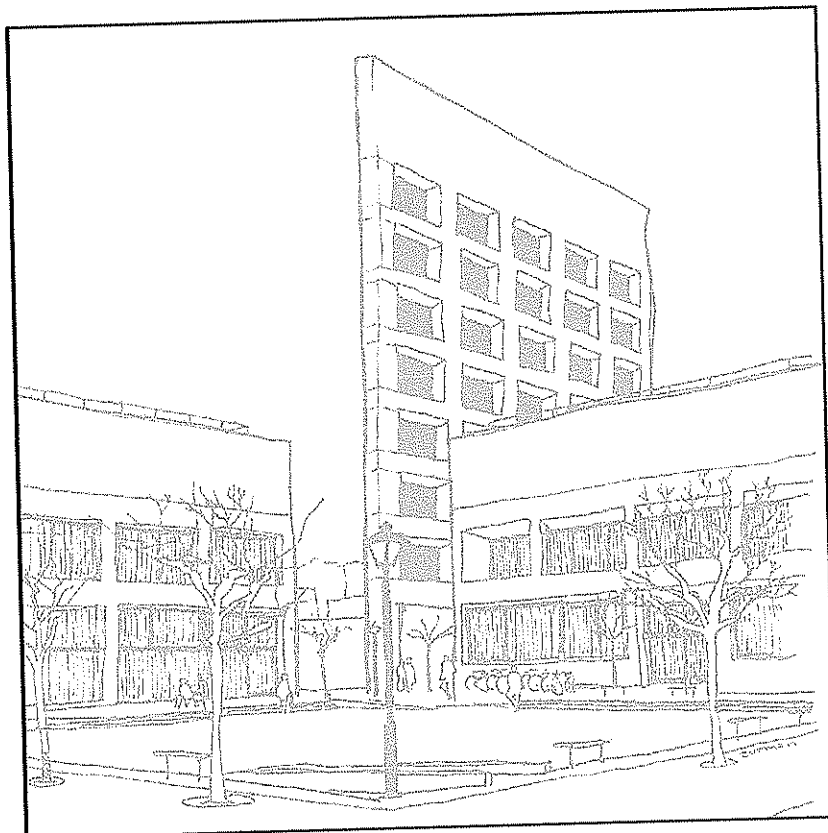


# Laney College



## Progress Report October 15, 2005

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 2005



COLLEGE OF ALAMEDA · LANEY COLLEGE · MERRITT COLLEGE · VISTA COMMUNITY COLLEGE

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Western Association of Schools and Colleges**

**Fall 2005**

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

**Peralta Community College District Board of Trustees**  
Dr. William Riley, President, Board of Trustees  
Linda Handy, Vice President, Board of Trustees  
Alona Clifton, Trustee  
Marcie Hodge, Trustee  
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Dr. Nicky Gonzalez Yuen, Trustee  
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Lisa Watkins-Tanner, Student Trustee  
Rashad Andrews, Student Trustee



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# Laney College Progress Report

## Response to the Request of the Commission in the Action Letter of October 15, 2005

### STATEMENT ON REPORT PREPARATION

#### College/District Level Participation in Preparation of the Progress Report

On January 31, 2005, the Accrediting Commission for Community and Junior Colleges informed Laney College and the Peralta Community College District that it had reviewed the progress report the College had submitted as well as the reports of the evaluation teams which had visited the College and District on November 8, 2004. Subsequently, the Commission moved to issue a warning to all four colleges in the Peralta Community College District as a result of the District's failure to address satisfactorily recommendations the Commission made to it and asked that the college work with the District to correct the deficiencies noted in three areas: integrated planning; long-term liability planning; and Board of Trustee functions. The Commission required Laney College to submit a progress report by October 15, 2005, to be followed by a visit of representatives from the Commission.

As part of the progress report submitted in October 2004, the College and the District had been working on an integrated planning process, which continued during Fall 2004. After receiving the Commission's warning letter, members of the different constituencies met with the Chancellor, during which time the consensus was to hire an outside consultant to facilitate the initial phase of the integrated planning process. By Fall 2004, Laney had already ratcheted up its strategic planning process by requiring all departments to complete program reviews and identify priorities for use in establishing the priorities of the College. This process led to establishing division-wide priorities, which the deans and vice presidents used to organize the draft Laney College Planning Progress Report. While this College work has flowed into the District's integrated planning process, it has significantly improved Laney's influence on and readiness to benefit from a sound District-wide planning process.

#### Working Groups College/District

##### Recommendation #1: Integrated Planning

###### Faculty Representatives

Joseph Bielanski, Jr.

Evelyn Lord

Gary Perkins

Tom Branca

Inger Stark

Anita Black

Michael Mills

Faculty Senate President/Vista & DAS President

Faculty Senate President/Laney

Faculty Senate President/Alameda

Faculty Senate President/Merritt

At-Large

At-Large

PFT President

###### Classified Representatives

Nancy Cayton	Classified Senate President/Vista
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
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
Margaret Haig	Vice Chancellor Educational Services

Students

Lisa Watkins-Tanner	Student Trustee
Rashad Andrews	Student Trustee

Ex Officio (non-voting)

Judy Walters	College President/Vista
Odell Johnson	College President/Laney
Cecelia Cervantes	College President/Alameda
Kerry Compton	VP Student Services/Alameda
Carlos McLean	VP Student Services/Laney
Wise Allen	VP Instruction/COA
Craig Hadden	VP Instruction/Vista
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 Human Resources
Tom Smith	Vice Chancellor Finance
Andy Di Girolamo	Chief Information Officer
Sadiq Ikhara	Director of General Services
Jeff Heyman	Executive Director Marketing/Public Relations
Jacob Ng	Associate Vice Chancellor for International Education
Chuen-Rong Chan	Associate Vice Chancellor Research/Institutional Planning
Alton Jelks	Special Assistant to the Chancellor's Office
Howard Perdue	Vice Chancellor Admissions/District

**Recommendation #2: Long-term Liability Planning**

Edward W. (Bill) Withrow	Trustee
Elihu Harris	Chancellor
Tom Smith	Vice Chancellor of Finance
Michael Mills	PFT President

**Recommendation #4: Board of Trustees Functions**

The Chancellor and the Board of Trustees with:

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

**SUMMARY**

Laney College has worked closely with the Peralta Community College District to recommend a district-wide integrated 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 Trustees with the personnel of the district assuming the major responsibility. The resulting document blends District and College points of view on the progress made on these three important recommendations.

Documents in support of conclusions drawn are listed at the end of each recommendation and will be available in the team room for review at the time of the visit.

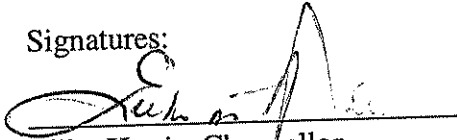


**INTRODUCTION**

The undersigned are among the leadership in the District and at Laney College who affirm the accuracy of the findings and the College's responses herein.

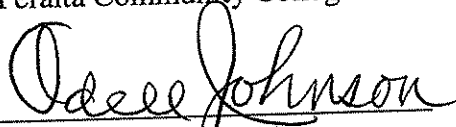
We remain committed to the primacy of the education mission of Laney College. Thus, we work assiduously to assure that our on- and off-campus communities experience the quality—depth, breadth, and rigor—of instructional and student support services necessary to facilitate student learning and achievement of educational, career, and life goals.

Signatures:



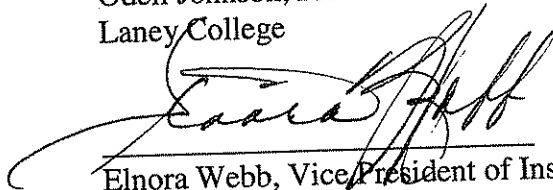
Elihu Harris, Chancellor  
Peralta Community College District

10-13-05  
Date



Odell Johnson, President  
Laney College

Oct 13, 2005  
Date



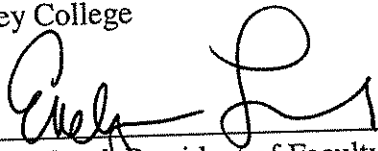
Elnora Webb, Vice President of Instruction  
Laney College

October 13, 2005  
Date



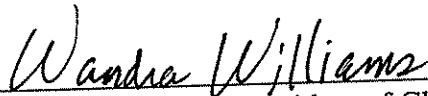
Carlos McLean, Vice President of Student Services  
Laney College

Oct. 13, 2005  
Date



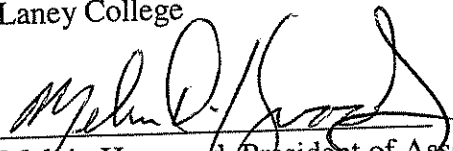
Evelyn Lord, President of Faculty Senate  
Laney College

Oct. 13, 2005  
Date



Wandra Williams, President of Classified Senate  
Laney College

13 Oct 2005  
Date



Melvin Haywood, President of Associated  
Students of Laney College

Oct 13, 2005  
Date

## RECOMMENDATION #1

**The team recommends that a district-wide plan and an implementation process be created that is strategic and systematically integrates the educational, financial, physical and human resources of the District. All planning processes should be inclusive of the four colleges and 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 Chancellor should ensure that the plan and the on-going planning processes are communicated throughout the District. (Standards 3.B.1, 3.B.3, 3.C.3, 10.C.1, 10.C.6)**

### Progress to date

#### A. Creation of the Strategic Planning Steering Committee

In October 2004, a loosely constructed steering group sanctioned by (and representing) the Colleges and the District, responded to recommendation #1 with a proposed model that involved the Council on Instruction, Planning, and Development (CIPD)<sup>1</sup>. In that report, we indicated that the governance body at each college would review the model. After this review, in November of 2004, the District steering group on planning proposed that the colleges consolidate their recommendations through a consultative process to prepare for strategic planning that would begin Spring 2005. Through the consultative process, it became apparent that the strategic planning process would need to encompass a larger and more representative group than CIPD.

In response to this issue, 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, and Vista Community College and of staff from the District Office. An "interim" steering committee determined the specific membership of the official steering committee. This official committee includes 24 voting members and 24 non-voting ex officio members. The representation (listed under "Documents" below and in Appendix A) 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 Steering Committee and the integrative planning process is inclusion of representatives from the various District Office service centers.

The charge of the Steering committee was to: 1) establish a planning process; 2) identify key issues for inclusion in the plan; and 3) ensure that the planning process interfaces well with the four colleges and the individual plans under development at each college.

<sup>1</sup> CIPD was considered because of its effectiveness in processing curricula matters of the colleges in ways that improved cooperation, collaboration, and sound developments.

## **B. Planning Meetings**

The initial interim District steering committee, comprised of individuals from the four colleges and the District Office, held their first planning sessions 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. 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 appointed members to the Steering Committee (i.e., college administrators, district classified senate, and district academic senate).

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

1. Developing a common mission, vision, and values for the entire district. The individual mission, vision, and values statements from each college were reviewed to identify the common concepts and language that served well to integrate the colleges and the district.
2. Defining the planning process itself, which involved preparing various diagrams; demonstrating how the process would flow and ensuring that it would be a “bottom up” process to fully engage the needs of the colleges; and
3. Strategizing on how the decisions made during the planning process would impact the priorities of the processes and procedures of the district office so that they would enhance and support the education mission of each college.

In March, the Steering Committee and the Chancellor launched a request for proposal for a planning consultant. In June 2004, following Board approval on June 14, the district contacted (and entered into a contract with) the firm of Moore, Icafino, and Goltzman (MIG) to facilitate the planning process. The request for proposal review process included representatives of the Steering Committee in concert with the Chancellor. The committee reached consensus on the decision.

Once the consultant began work, their team undertook the following series of steps:

1. Facilitated a second retreat for the Board of Trustees on June 24 and 25, 2005. (The first retreat had been held in November 2004, at which time the Board reviewed their role as a governing board.) At the June retreat, the board addressed overall issues and priorities of the district that provided guidance to the strategic planning process and produced 12 general goals for the District;
2. Immediately began facilitating the planning meetings of the Steering Committee. At the planning session, the Committee worked through consensus to develop a prioritized list of issues that the Colleges and District Office needed to address based on the 12 goals set by the Board, and the Steering Committee added a 13<sup>th</sup> goal, Human Resource Development;
3. Conducted sessions at each of the four colleges during August to present the general district goals to the Colleges’ leadership teams to obtain college responses to these goals and ways in which the district goals also reflect the college goals and vice versa;

4. Facilitated the Steering Committee's development of a draft framework and strategic directions for the strategic plan and recombined some of the initial 13 goals into 7 broad district goals;
5. Scheduled town hall planning meetings at each of the colleges. During these meetings, the consultants facilitated a dialogue with the members of the general college community 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;
6. Worked with the Steering Committee to develop an initial draft framework and strategic directions for the strategic plan in relation to the seven broad district goals—on September 12, 2005—for presentation and discussion to the Board of Trustees on September 27. MIG is scheduled to present an updated draft strategic plan framework on October 10. This draft will incorporate input the Steering Committee provided on September 12; and
7. Designed a team-oriented format for District-wide discussion of strategic planning on the October 19, 2005 flex day. At the direction of the Chancellor, the entire district is invited to come together to review progress made to date on integrated strategic planning. There will be opportunity for participants to provide input on the draft strategic plan. MIG will use this input to further develop the strategic plan framework.

### C. District Office Integration Activities

Concurrent to the strategic planning process, a number of activities are in place that reflect the District's efforts to engage the colleges and to integrate the needs and concerns of each institution in decision making. The activities include:

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 Advising Committee (CPAC);
  - Presidents' Meeting; 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.

2. The Chancellor and/or the Director of Finance and Budget 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; and
  - Monthly meetings the Director of Finance and Budget holds with the Colleges' business managers.
3. The Council on Instruction, Planning, and Development (CIPD) has been in existence for over fifteen years. Each college has a curriculum committee, per Education Code and Board Policy Guidelines, that is the direct responsibility of the college academic senates. The CIPD with representatives from each college and staff from the district, coordinates the curriculum on a district-wide basis, provides the information to the Board for final adoption and submits

paperwork to the State Chancellor's Office. This committee has the current reputation of being a model district-wide committee that provides leadership and guidance and helps to facilitate college decisions. The Vice Chancellor of Educational Services facilitates this committee.

4. The Colleges/District began work Spring 2005 to create a Peralta Community College District Facilities Advisory Planning Committee. This group will function following the model the Council of Instruction, Planning and Development (CIPD) uses. The facilities advisory group has met twice and is in the process of designing their guidelines and purpose as well as identifying membership and areas of responsibility and developing processes. The President of Laney College chairs the committee, which contains four voting members from each college. Personnel from the district facilities office staff the committee. This committee will function as a coordinating body of all the facilities projects and will make recommendations to the Chancellor for the Trustees' Committee on Facilities. At a meeting held September 20, 2005, the Committee agreed that the criteria for prioritizing projects would be the same criteria as that used by the State Chancellor's Office and reflected in the Colleges' Educational Master Plan.
5. The District Marketing department convenes monthly meetings with the public information officers from each college to develop coordinated marketing efforts, participate in community events, and discuss how to strengthen community outreach in general.
6. The Information Technology department has created a steering committee for the implementation of the new PeopleSoft system. This group meets at least twice a month (more often as needed) to help guide the migration to the new system, which will impact all the technology needs of the colleges, including finance, student services, and business management. Further, a "Fit-Gap" Team comprised of faculty and classified staff has been established to address the "fit" and the "gaps" in the PeopleSoft student administration system.

Every department of the District Office undertakes a range of integration activities and a report from each appears in the section of this report under "Documentation."

#### Board of Trustees' Strategic Planning

The Board of Trustees embraced the spirit of Recommendation #1 by convening three Board planning sessions, including special retreats on March 4 & 5, 2005, June 24 & 25, 2005, and July 26, 2005. At the special retreats, Board members had the opportunity to engage in a critical discourse 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 2005, laid the groundwork for the second planning session in June 2005.

At the June 2005 retreat, which the consultant facilitated, trustees identified 12 strategic planning areas:

- A. Integrated strategic plan;
- B. Student success;
- C. Increased enrollment;

- D. Student support services;
- E. Fiscal stability and sustainability;
- F. Accountability systems;
- G. Human resource development
- H. Access;
- I. Quality programs;
- J. Physical facilities and infrastructure;
- K. Partnerships;
- L. Board development; and
- M. District image and identity.

(The Strategic Planning Steering Committee added a 13<sup>th</sup> strategic planning area, Human Resource Development, which the Board accepted on July 26, 2005.)

Members of the Trustees agreed that *“Tonight’s meeting was designed to take a first look in order for the [D]istrict’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 consultant transmitted these 13 planning areas to the strategic planning steering committee for consideration when developing the district-wide integrated plan. MIG proposed that the original 13 planning directions be reformulated into seven strategic directions. In September 2005, the Steering Committee accepted the seven strategic directions, which are:

- I Enhancing access and student success;
- II Developing our human resources;
- III Creating effective learning environments;
- IV Leveraging information technology;
- V Enhancing resources and budget process;
- VI Enhancing awareness and visibility; and
- VII Improving the effectiveness of district-wide communication, coordination, and collaboration.

Given its centrality, the strategic planning process will continue through 2006 and beyond. During this period, the strategic initiatives will be refined continuously, and, importantly, the processes and procedures of the District Office will be adjusted and reshaped to meet more effectively the specific needs of the colleges. Further, MIG will assist the Steering Committee in developing criteria to evaluate progress made on the strategic plan. The budget process, as one example, has the goal of being as transparent as possible. The Chancellor’s Budget Advisory Committee is a major component of this “reshaping” of how the district develops the budget, and, led by the Vice Chancellor for Finance, the Budget Allocation Model Committee, many of whose members also serve on the Budget Advisory Committee, will continue to refine the budget process as the planning process continues.

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 and missions 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.

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

- Approximately 40 meetings have occurred concerning strategic planning with the steering committee and/or each college community between January and October 2005. The schedule of meetings is in Laney's documentation file;
- The District retained a planning consultant who has the experience and expertise to provide excellent support for the planning process;
- Meetings are planned through December 2006 and it is anticipated that a final strategic plan will be in place by May 2006 and full implementation will begin in Fall 2006;
- 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 each identified steps and integrated activities undertaken during 2005 that involved and included the colleges in their work. Service centers reporting include the following:
  - Educational Services;
  - Finance and Budget;
  - Human Resources;
  - General Services (facilities, purchasing);
  - Information Technology;
  - International Affairs; and
  - Marketing, Public Relations and Communications;
- At least two district planning meetings have occurred at each college;
- The District has prepared planning binders that include all planning materials, notes, and background information for each member of the steering committee;
- The District has identified issues critical to the development of a viable strategic plan;
- The curriculum area through CIPD has been operating for several years and provides a model for other district-wide committees in terms of integrating the planning needs of the colleges into the planning priorities of the District and delivering sound responses by way of a shared governance framework;
- The new district facilities advisory committee, based upon CIPD, is just beginning and has the interest of college/district support; and
- The finance area still requires additional work. Although several meetings have occurred in relation to finance and the budget, the college communities still do not feel that the District has institutionalized a clear budget model. Complicating the work in this area has been the transition from a legacy (20-year-old mainframe) system to a new PeopleSoft system. Consequently, staff from all the colleges and the District have focused on making a smooth transition to the new system. However, the Chancellor and the Board of Trustees have restated the commitment to expand the budget process and to make it transparent. Further,

efforts will be taken to formulate a district-wide information technology committee which will be charged with creating a district-wide information technology plan.

## College Response

Strategic planning is central to the operations of the Peralta Community College District (PCCD) and its four colleges. This is apparent in the formal and informal practices at most levels of these institutions—the majority developed within the last three years. With the chief aim of enhancing access and student success—as evident in high-quality and effective programs and services and student enrollment, learning and successful completion of educational objectives—the District has devoted nearly two years to discussions about and the last six months to clarifying priorities for formulating a strategic planning process to be implemented by Fall 2006.

## The Plan & Its Development

The District has completed the first of a three-phase process in the development of an integrated district-wide plan. The phases are:

1. Clarifying the strategic priorities of the Board of Trustees and each of the Colleges, determining the essential directions necessary to achieve the priorities, and demonstrating the degree to which congruence exists between the directions of the Board of Trustees (BOT) and the Colleges;
2. Building a strategic planning process that will render achievable the priorities and strategic initiatives of the District in concert with the Colleges. More specifically, the District is developing a planning infrastructure not bound by time or personalities and replete with formal and informal accountability mechanisms to facilitate sound progress; and
3. Embedding assessment, evaluation, and accountability mechanisms into the process to ensure that the process is effective. This effort includes engaging in continuous improvement practices to strengthen it and, with its proven internal integrity, encourage all constituents to engage proactively in this planning process.

## Phase One: Clarify Strategic Priorities and Directions

At all levels of PCCD, all stakeholders and operational units have been invited to participate in the development of a district-wide integrated strategic planning process. Towards this end, the Board of Trustees has established strategic priorities and directions that are aligned completely with those established at each college—at Laney College, this was via a bottom-up, program-review-driven process.

Board of Trustees & Chancellor. The Board proactively worked to develop priorities and directions while each College clarified the same. They carried out this work in retreats and meetings during Fall 2004, Spring 2005, and Summer 2005, singularly focused on strategic planning and role definition to (1) orient themselves to best practices in strategic planning as Trustees and (2) develop their strategic initiatives (consistent with the multiple missions of California community colleges and the Accrediting Commission's standards) while (3) clarifying their strengths—what's working effectively—and the areas in need of



improvement. Leaders of the College (and some community) constituent groups were invited to participate in these sessions, resulting in insights and recommendations that were heeded (as found in the District "Integrated Strategic Planning Process Progress Report").

District Shared Governance Groups. Concurrently, the District Strategic Planning Steering Committee urged a comprehensive review of the efforts of the District. Most importantly, they argued for the development of a sound planning process borne out of appropriate assessment of the District's chief responsibility to *educate* via the Colleges. They recommended that the Chancellor secure an external consultant to facilitate this effort at least initially in order to ensure development of a sound planning process with accountability built in. The Chancellor secured the MIG consulting firm, which was welcomed by College constituents because of its experiences working with community colleges to develop strategic plans.<sup>5</sup>

College constituents found the efforts of MIG and the work of the Steering Committee valuable because of the results to date; they completed phase one, including assuring that the priorities of the College are aligned with those of the Board. They also laid the foundation for determining how the needs of the College may be addressed effectively by the District, and how practices of the District can (and will) be improved to ensure College resource needs are provided for more efficiently and effectively.

Chief among the unanswered concerns of the Steering Committee was (and remains) determining with the managers of the District service centers just how those units will more effectively meet the needs of the Colleges.

College Shared Governance Groups. By Academic Year 2004-2005, all colleges had developed a strategic planning framework consisting of a vision, values, and mission commitment. (Laney established the Strategic directions, goals, and priorities.) These frameworks complement one another and are directly aligned with the goals of the Board of Trustees/District and a multilevel integrated planning process for institutional effectiveness.

At each college, different practices have been employed to engage all employees and students in planning-focused activities. This was deemed essential to developing priorities and directions for the Colleges. At Laney, this included the activities listed in Appendix A, which assured involvement of all shared governance groups (i.e., Associated Students of Laney College, College Council, Faculty Senate, Budget Committee, Facilities Committee, Technology Committee, Classified Senate, Administrative Leadership Council, etc.) in the critical analyses and development of planning priorities and how to complete and improve the planning process that was adopted by September 2002.

External (off-campus) Community Representatives. Increasingly, the District and the Colleges are seeking input from and direct participation by members of the greater off-

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<sup>5</sup> Currently, MIG is facilitating the efforts of the Chancellor's Office for California Community Colleges to develop a strategic plan and a strategic planning process.

campus community to ensure greater involvement and enhance College/District efforts at operationalizing the *community* in community college. During the Summer 2005 special retreat of the Board, community leaders were invited to share their expertise and their hopes/needs for increased collaboration and partnership with the Colleges of PCCD. This added to the over 20 sessions had by the Chancellor, College Presidents, faculty leaders, and District service center managers with individual and group leaders—during 2005 alone—who wish to partner with Colleges/District. Collectively, these educational leaders are elevating the capital of the College of Alameda, Laney College, Merritt College, and Vista Community College. Such involvement has informed the priorities and the strategic planning directions established by the Board of Trustees as identified on pages 10 and 11.

### Phase Two: Develop the Planning Process

Equipped with the plans of the colleges and the leadership of the college shared governance committees, the Steering Committee engaged in monthly (and sometimes bi-monthly) meetings, wrestling with how to develop a planning process that would effectively ensure an integrated planning process whereby the College's priorities informed the efforts of the District. The planning process is evolving, consisting of a cycle of horizontal and vertical transactions, with strategies employed to maximize performance that allow for innovation. At the heart of the developing PCCD Strategic Planning Process is the understanding that errors and failures will occur; therefore, flexibility and feedback mechanisms are also being built into the process.

Essential components of the planning process are being developed, namely the strategic priorities, initiatives, and most of the shared governance groups that will inform policies and practices. Among the tasks remaining are the detailed action plans of the Colleges—which hold central program reviews—integrated into an explicit planning process of the District and the operational processes of the service centers. These tasks are important to develop, use, and periodically test. Also, they require an inventory of existing processes to determine what functions require changes to improve District/College efforts. Understandably, CIPD was held up as a model because through its processes it has demonstrated how the District can effectively integrate the planning needs of the Colleges into the planning priorities of the District and deliver sound responses to college needs by way of a shared governance framework.

Laney leadership has positively impacted on the development of a district-wide integrated strategic planning process, and the leadership expects to ensure implementation of a sound planning process. Towards this end, the College has:

1. Secured (and replaced) key administrative and classified staff and faculty and created partnerships with local and nationally recognized educational, foundation, and corporate entities to improve the College's ability to clarify and respond its strategic priorities;
2. Recommended changes in college/district responsibilities for human resources, information technologies, budget allocation processes, and facilities to improve responsiveness to Colleges;

3. Institutionalized College/District bodies to address each of the strategic directions, with sub-committees or task forces to address particular needs, i.e., environmental scan, “learning” visioning, and information technology;
4. Ensured that Laney faculty, classified staff, and administrators remained key members of the ad hoc and formal District-wide planning groups to convey updates and opportunities to stakeholders. These individuals were (and continue) to be central to the planning efforts at Laney. (See Appendix B, A Summary of Laney College Planning Efforts 1999-2005, and Appendix C, Next Steps to Fully Implement the Planning Process at Laney College); and
5. Continued its planning process, resulting in institutional priorities.

The College’s efforts have led to direct involvement of at least 70% of the community of employees (and a significant number of Laney students). These faculty, classified staff, and administrative leaders developed the Laney mission, vision, values statement, adopted Spring 2003; completed program reviews by Fall 2004; developed unit level priorities by February 2005; and developed division level priorities by May 2005. These efforts were critically reviewed by administrators late Spring 2005 through Summer 2005. During meetings held July 7, 8, 14, and 21 the deans of instruction and student support services and the vice presidents of instruction and student services discussed the divisional priorities, established the contents of importance to drafting the Laney College Planning Progress Report which constituents of the College—through the shared governance process—will receive for their review by November 2005. This work was conducted using the strategic planning framework of the College with the following Strategic Directions at the center:

- I: Institutional Research and Planning
- II: Participatory Governance
- III: Institutional Effectiveness
- IV: Strengthening Academic and Student Support Programs
- V: Electronic Access, Automation and Technology
- VI: Human Resource and Professional Development
- VII: Physical Facilities

The planning work of the College has been shared with the District Strategic Planning Steering Committee and the MIG consultants. Table 1 below reveals the alignment of directions and priorities of the Board and the College while also identifying the bodies directly involved in influencing progress towards achieving the priorities established. This is followed by Table 2, which details the specific priorities of Laney (in draft form) while also revealing how they are aligned with the strategic directions of the College and the Board.

**Table 1. Strategic Integration of the Planning Direction & Priorities**

Board of Trustees' Strategic Planning Directions & Priorities (I-VII; A-M)		Laney College Strategic Planning Directions & Priorities (I-VII; A-I)		College-Wide Bodies Developing & Informing Institutional Priorities	District-Wide Bodies Informing & Improving the Planning Process
Planning Directions	Board Priorities*	Planning Directions*	College Priorities		
I Enhance Access & Student Success	A Access C Increased enrollment I Quality Programs B Student Success D Student Support Services	IV Strengthening Academic & Student Support Programs V Electronic Access, Automation, & Technologies I Institutional Effectiveness	B Student Achievement & Instructional Support Services C Curriculum development/program planning F Research	<ul style="list-style-type: none"> <li>Educational Master Planning and Coordinating Committee</li> <li>Faculty Senate: Curriculum Committee; Instructional Support Committee; Vocational Advisory Committee; Information Competency</li> <li>Basic Skills Learning Collaborative</li> <li>College Matriculation Committee</li> <li>Laney College Outreach Committee</li> <li>Graduation Committee</li> </ul>	<ul style="list-style-type: none"> <li>Council on Instruction, Planning &amp; Development (CIPD)</li> <li>Matriculation Committee</li> <li>Service Centers: Educational Services, i.e., Institutional Development, Research, and Workforce Development</li> </ul>
II Develop Our Human Resources	G Human Resource Development	VI Human Resources and Professional Development	D Human Resources H Institutional Development I Leadership	<ul style="list-style-type: none"> <li>Professional Development Committee</li> <li>Faculty Prioritization Committee</li> </ul>	<ul style="list-style-type: none"> <li>Professional development officer &amp; team of college chairs of professional development committees</li> <li>Service Centers: Human Resources; General Counsel; Educational Services</li> </ul>
III Create Effective Learning Environment	J Physical Facilities and Infrastructure	VII Physical Facilities II Participatory Governance	A Facilities & Equipment	<ul style="list-style-type: none"> <li>Facilities Planning Committee</li> <li>Health and Safety Committee</li> </ul>	<ul style="list-style-type: none"> <li>District Committee on Facilities</li> <li>Council on Instruction, Planning and Development (CIPD)</li> <li>Service Centers: Facilities/purchasing; Educational Services; Information Technology</li> </ul>

\* The capitalized letters represent the priorities assigned by the Board or College (see pages 10, 11, and 16). These letters are appropriately cross listed in Table 2.

Cont. Table 1. Strategic Integration of the Planning Direction & Priorities

Board of Trustees' Strategic Planning Directions & Priorities (I-VII; A-M)		Laney College Strategic Planning Directions & Priorities (I-VII; A-I)		College-Wide Bodies Developing & Informing Institutional Priorities	District-Wide Bodies Informing & Improving the Planning Process
Planning Directions	Board Priorities	Planning Directions	College Priorities		
IV Leverage Information Technology	J Physical Facilities and Infrastructure	V Electronic Access Automation & Technology	E Technology & Security	<ul style="list-style-type: none"> <li>Technology Planning Committee</li> <li>Instructional Equipment &amp; Library Materials Taskforce</li> <li>Instructional Lab Taskforce</li> </ul>	<ul style="list-style-type: none"> <li>District Committee on Information Technology</li> <li>Service Centers: Information Technology; Ed Services</li> </ul>
V Enhance Resources & Budget Processes	E Fiscal Stability & Sustainability K Partnerships	III Institutional Effectiveness	H Institutional Development	<ul style="list-style-type: none"> <li>Budget Advisory Committee</li> <li>Laney College Advisory Committee</li> <li>Instructional Equipment &amp; Library Materials Taskforce</li> </ul>	<ul style="list-style-type: none"> <li>Budget Advisory Committee</li> <li>Budget Development Taskforce</li> <li>Service Centers: Budget/Finance; Ed Services</li> </ul>
VI Enhance Awareness & Visibility	M District & College Image and Identity	III Institutional Effectiveness	G Communications/ Outreach & Community Programming	<ul style="list-style-type: none"> <li>Laney College Outreach Committee</li> <li>Graduation Committee</li> <li>Vocational Advisory Committee</li> <li>Associated Students of Laney College</li> <li>Speaker's Bureau Committee</li> </ul>	<ul style="list-style-type: none"> <li>District-wide team of College Public Information Officers &amp; District Marketing Specialists</li> <li>District-wide team of Outreach Developers</li> <li>Service Centers: Marketing &amp; Public Relations</li> </ul>
VII Improve the Effectiveness of District-wide Communication, Coordination, and Collaboration	A Integrated Strategic Planning F Accountability Systems L Board Development	II Participatory Governance III Institutional Effectiveness	G Communications/ Outreach & Community Programming I Leadership	<ul style="list-style-type: none"> <li>Augmented Leadership Council</li> <li>Technology Committee</li> <li>College Council</li> <li>Faculty Senate</li> <li>Associated Students of Laney College</li> <li>Classified Senate</li> <li>ASLC: Inter-Club Council</li> </ul>	<ul style="list-style-type: none"> <li>CPAC</li> <li>All of the shared governance groups listed above</li> <li>Service Centers: (all)</li> </ul>

Note: ASLC, Classified Senate, Faculty Senate, PFT, Local 790 and 39 have representatives as standing members of most shared governance bodies.

**Table 2. Planning Priorities of Laney College Aligned with Laney College Strategic Directions & Board Strategic Priorities**

Strategic Priorities	Aligned with Laney College Strategic Directions & Board Strategic Priorities		Priority Level	Units of the College		
	College's Strategic Direction/s	Board Planning Priorities		Instruction	Student Services	Business Services
<p><b>1. Facilities &amp; Equipment</b></p> <ul style="list-style-type: none"> <li>Deal with the persistent facilities problems. Critical instructional, student services buildings continue to experience roof leaks, inadequate lighting, imbalanced HVAC system, and insufficient or no exhaust system to address the toxic materials used. Also, necessary equipment must be maintained, upgraded, or replaced to ensure delivery of services (i.e., food, computer lab)</li> </ul>	VII 7.1, 7.2	D, H, I, J, M	Highest (due to health, safety, & legal mandates)	Div. Arts, Comm, PE Div. Business, Math, Sci Div. Hum, LangArts, SocSci Div. Vocational Tech Library	Matriculation Services (access—especially Admissions & Records—retention) Categorical Programs	Administrative services Budgeting Facilities
<p><b>2. Student Achievement &amp; Instructional Support Services</b></p> <ul style="list-style-type: none"> <li>Strengthen the resource base of tutors, on-line supports, and other aides to classroom instruction/student learning</li> <li>Develop a sound infrastructure to facilitate the persistence and successful matriculation of special populations of students</li> </ul>	IV: V 5.1:III 3.3	B, D, F, H, I	Highest	Div. Arts, Comm, PE Div. Business, Math, Sci Div. Hum, LangArts, SocSci Library	Matriculation Services Categorical Programs Counseling	Budgeting
<p><b>3. Curriculum Development &amp; Program Planning</b> (student benefit, departmental productivity, standards)</p> <ul style="list-style-type: none"> <li>Improve curriculum and classroom/student services practices in part by incorporating (and using) explicit student learning outcomes and using sound assessment practices</li> <li>Move standards overall to reduce significantly inefficiencies and ineffective efforts.</li> </ul>	IV 4.1  III 3.1, 3.3: IV: VI 6.2	B, C, H, I  A, I	High	Div. Arts, Comm, PE Div. Business, Math, Sci Div. Hum, LangArts, SocSci Div. Vocational Tech Library	Matriculation Services (including student employment/activities) Counseling Categorical Programs	Administrative services
<p><b>4. Human Resources</b> (direct services)</p> <ul style="list-style-type: none"> <li>Address the inadequacy of faculty, classified staffing, training, and supervision</li> </ul>	IV VI 6.1, 6.2, 6.3	B, D, G, I, K	High	Div. Arts, Comm, PE Div. Business, Math, Sci Div. Hum, LangArts, SocSci Div. Vocational Tech Library	Matriculation Services Categorical Programs Counseling	Administrative services Budgeting
<p><b>5. Technology &amp; Security</b> (Communications &amp; instruction)</p> <ul style="list-style-type: none"> <li>Improve marketing tools to effectively convey key info.</li> <li>Streamline (and ensure) access to essential information via SARS, PROMT, the Web, videos, etc.</li> <li>Ensure technologies can be maintained with appropriate access by employees and students</li> </ul>	V 5.1, 5.2  VII 7.1	B, C, D, E, F, G, H, J, M, J	High	Div. Arts, Comm, PE Div. Business, Math, Sci Div. Hum, LangArts, SocSci Div. Vocational Tech Library	Matriculation Services Categorical Programs Counseling	Administrative services Facilities

**Cont. Table 2. Planning Priorities of Laney College Aligned with Laney College Strategic Directions & Board Strategic Priorities**

Laney College Strategic Priorities	Aligned with Laney College & Board Planning Directions/Priorities *		Priority Level	Units of the College		
	College Strategic Direction/s	Board Planning Priorities		Instruction	Student Services	Business Services
<p><b>6. Research</b></p> <ul style="list-style-type: none"> <li>• Render accessible data to inform state and progress of programs and services to improve student academic and vocational successes and the effectiveness of all staff</li> <li>• Customize database to monitor and measure student learning outcomes</li> </ul>	I 1.1	B, D, F, I, M	High	Div. Arts, Comm, PE Div. Business, Math, Sci Div. Hum, LangArts, SocSci Div. Vocational Tech Library	Matriculation Services Categorical Programs	
<p><b>7. Communications/Outreach &amp; Community Programming</b></p> <ul style="list-style-type: none"> <li>• Streamline access to essential information and documents via the Web, videos, etc.</li> <li>• Produce film, speakers series specific to disciplines to increase student knowledge of content and its relevance to her/his academic, personal, and professional lives</li> <li>• Strengthen connection with external community to render the College more accessible to all stakeholders</li> <li>• Improve marketing tools to effectively convey key info. to internal and external College constituents</li> <li>• Improve coordination and strengthen collaboration within the college and with the units of the District</li> </ul>	IV 4.1 V 5.2	A, C, H, K, M	High	Div. Arts, Comm, PE Div. Business, Math, Sci Div. Hum, LangArts, SocSci Div. Vocational Tech Library	Matriculation Services Categorical Programs DSPS Tutorial & Academic Support Center Counseling	Administrative services Budgeting Facilities
<p><b>8. Institutional Development</b></p> <ul style="list-style-type: none"> <li>• Develop a plan and secure grants and other financial awards to help build the infrastructure necessary—in the areas of faculty, classified staffing, instructional support services, facilities, and equipment technologies—to improve student outcomes.</li> </ul>	III	B, C, D, E, F, G, H, I, K	High	Div. Arts, Comm, PE Div. Business, Math, Sci Div. Hum, LangArts, SocSci Div. Vocational Tech Library	Matriculation Services	
<p><b>9. Leadership</b></p> <ul style="list-style-type: none"> <li>• Establish clear means to strengthen college leadership</li> <li>• Use on-going strategic planning and full use of participatory governance processes as tools of sound educational leadership</li> </ul>	II: III 3.3: VI	A, F, G, K	High	Div. Arts, Comm, PE Div. Business, Math, Sci Div. Hum, LangArts, SocSci Div. Vocational Tech	Categorical Programs	Administrative services Budgeting Facilities

\* The capitalized letters are also found in Table 1, representing the priorities of the College and the Board. (See pages 10, 11 and 16 for the complete list.)

### Phase Three: Embed Assessment, Evaluation and Accountability into the Planning Process

Arguably, the most challenging component of a strategic planning process is embedding sound assessment, evaluation, and accountability mechanisms into the planning process. The Steering Committee has started this process because it is critical to the effectiveness of the College/District planning effort. Specifically, it has brainstormed salient issues Colleges have with the District and its service centers. Guided by the need to devise sound systems responsive to the Colleges, the Steering Committee and MIG consultants have asked, How do we do what we do in this District in response to (or that is at odds with) the needs of the Colleges? What do we need to do in order to improve significantly the outcomes of the District services?

A myriad of responses are documented about procedures, policies, and support systems—all of which has informed the strategic initiatives and corresponding desired outcomes as identified in the District integrated strategic planning progress report. For example, the chief priority of the District is to *enhance access and student success* with one of the 7 corresponding strategic initiatives to *develop a district-wide long-range program development concept: build areas of college excellence based on long-range commitments*. Thus, the product is defined. In the second phase of this process, a timeline and other parameters will be created to render this a measurable outcome. Laney's corresponding strategic priorities and outcomes will also be clearly illuminated and aligned with the District, allowing for a clear path to developing reasonable assessment, evaluation, and accountability.

Currently, a sub-group of the Steering Committee continues to work on an institutional research plan that will be integral to developing an assessment and evaluation framework that will allow for evaluating the integrated planning effort on an on-going basis. This aspect of the planning process must be accessible, open, consistent, and efficient, allowing for dissemination and use of relevant institutional data to learn about and to improve the work of the colleges and the District. Ultimately, this effort will help the District more fully demonstrate its commitment to using a sound framework and operational procedures in the service center areas of finance, facilities, human resources, and information technology.

#### List of Documents

1. Letter from Presidents to Planning Committee February 8, 2005
2. Roster of steering committee members & list of planning meetings
3. Reports by department of integrated actions during past year
4. Minutes of Board of Trustee retreats
5. PCCD Integrated Strategic Planning Process Progress Report with shared mission, vision, and values statement, Strategic Directions and Planning Priorities, and diagram of PCCD strategic planning process
6. Minutes from CIPD
7. Approved curriculum for 2004/05 sent to trustee
8. Draft of Guidelines for the District-wide Facilities Advisory Committee and Agendas and Minutes from Peralta Community College District Facilities Advisory Planning Committee
9. Laney College Planning Progress Report with the adopted mission, vision, and values statement; committee structure, and Integrated Strategic Planning Directions and Planning Process



## 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:

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

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

The District retained the actuarial firm of Bartel & Associates LLC on July 22, 2005. The Peralta Board of Trustees, on July 26, 2005, passed a resolution authorizing the district to issue up to \$250 million in OPEB bonds. On August 12, 2005, the District filed in Superior Court a petition for bond validation. The chancellor, the chairman of the board finance & audit committee, and the district's chief financial officer interviewed four investment banking firms in New York on September 8 and 9. The district will be selecting an investment firm during the next month to market and sell the bonds. The district expects the transaction to close in January 2006.

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

## Analysis of Results Achieved to Date

- The District, as a result of negotiations with the unions, changed and implemented union contracts in July 2004. These contracts require a medical co-pay which has been implemented and is operational; District medical benefits end at age 65 for all employees hired after July 1, 2004; and 10 years is now required for vesting of all employees hired after July 1, 2004. Previously, the requirement for vesting of academic employees had been five years.
- The district replaced Blue Cross with Interplan, a network of physicians, and Core Source as administrator of services in September 2004. This action reduced administrative costs of the medical benefit program and also allows the district to qualify for rebates which also defray district costs; and
- 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 to examine the possibility of underwriting a pension obligation bond.

## College Response

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

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

## List of Documents

1. Resolution of the board of trustees authorizing issuance of bond;
2. Superior Court petition for bond validation;
3. Draft of board investment policy; and
4. Union contracts.

## 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 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 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 10.A.3, 10.A.4, 10.C.1, 10.C.2, 10.C.3)**

### Progress to Date:

Since 2004, the Board of Trustees has continued to take steps to ensure that all members clearly understand 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 members of the Board.

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 were in attendance to present and discuss with the potential new trustees what their roles and responsibilities were and what the District/Colleges roles were including the role accreditation has. The four new trustee members were elected to the Peralta Board in November 2004. Since that time, the Board discussed the ACCJC recommendations at the December board orientation meeting that David Viar conducted at both the March and June Board retreats. In all instances, the Board members have demonstrated support of the colleges.

In continuation of that effort, on December 7, 2004, Dr. David Viar, Executive Director of the Community College League of California, conducted a subsequent 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. Also, he addressed directly board "micro-managing" and offered best practices on how Board members can assure performance and hold the chancellor accountable without overstepping their role.

General Counsel Thuy Thi Nguyen, on March 3, 2005, as part of an overall special retreat on strategic planning, discussed with the Board in closed session the Board's role and legal requirements placed on Board members in the context of several pending and potential lawsuits.

Furthermore, the Board of Trustees discussed its role in several Board retreats held in 2005. At the March retreat, the Board discussed strategic planning and the role of the board in moving planning forward. To that end, the Board discussed the established goals of the board to ensure they provided clear direction to the college community. At the June 24-25, 2005 session, MIG consultants led the board through a discussion in which the Board acknowledged that what is needed "is a concrete statement about the way in which the college plans drive the five 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.”

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

1. Previously, the Board of Trustees approved a “request to advertise” classified positions during open sessions of Board meetings. Since July 12, 2005, the Board no longer approves advertisement of classified positions. As long as there is a budget in place to fund classified positions, there is no reason for the Board to involve itself in approving such requests. The Board would ensure accountability from the institution through the budgetary process;
2. Previously, the Board of Trustees approved employment of classified employees in closed session and such appointments would thereafter be announced in open session. Since July 12, 2005, the Board no longer approves the employment of classified employees in either open or closed session. The Board has delegated such authorization authority to the Chancellor; and
3. The Board Policy Review Committee is committed to separating the Board Policy from administrative procedures so that the Board of Trustees only develops and reviews Board policies. The Board has delegated administrative procedures to the Chancellor and his staff to develop and revise. Such delegation has already occurred, as evidenced by the Board’s approval of several Board policies in Chapter One of the Board Policy Manual on July 12, 2005. The Board did not approve any administrative procedures at this Board meeting. 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 selection of a chancellor.

### **College Response**

The Board of Trustees has taken deliberate steps to clearly delineate their responsibility to function appropriately in their policy, educational leadership, and fiduciary role. These actions are viewed positively by the College. They have discussed openly this recommendation of the Commission. They made clear their desire to strengthen the leadership of the District and Colleges, in part by delegating responsibility where appropriate and guarding against micro-managing the operations of the District and its colleges. The actions described above are evidence of this commitment (and extend beyond the definition of roles found in the previous Laney College Progress Report of October 15, 2004). Likely due to major changes in the make-up of the Board—where four new fully voting members have joined since Fall 2004—members have explicitly revealed the roles of the Board of Trustees as distinct from the roles of the District Chancellor, College Presidents, and District service center managers. While all of these groups have varying degrees of educational leadership responsibilities, the Board has chief responsibility for leading the efforts of the District broadly and deferring to the Chancellor to carry out the day-to-day operational leadership tasks and using the input and expertise of all constituents to inform the efforts of the Board. Laney expects greater transparencies in delineation of these roles to ensure accountability and improved effectiveness overall.

Laney is benefiting from the actions of the Board in part because they allow for more efficient transactions overall. Complementing these efforts, the Chancellor and Board leadership has assigned Service Center managers to the District Strategic Planning Steering Committee—further demonstrating a commitment to improving their understandings about the conditions and needs of the Colleges, while also ensuring that both the planning and operational processes effectively address those needs.

Consistent with the Board's actions, the Chancellor charged the Presidents with on-site management of the colleges—all with increasing latitude to address their respective constituents as the Colleges' deem sound—consistent with the overarching priorities of the Board. The Chancellor has also re-assigned particular functions to the Presidents that were (as late as Summer 2004) the charge (and direction supervision and discretion) of District personnel.

College presidents are allowed more autonomy during this period in the District's history than Laney President Johnson experienced during the 17 years of his previous presidency under previous chancellors. College presidents are expected to lead and manage their institutions, which is allowing for greater opportunities that also require significant improvements in several areas of the District, and chief among them is the need for increased fiscal resources and an equitable and transparent budget allocation process.

#### List of 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); and
7. Laney College Progress Report, October 15, 2004 to the Accrediting Commission for Community and Junior College, Western Association of Schools and Colleges

**DISTRICT/COLLEGE TIMELINE FOR PREPARATION OF REPORTS**

**Organizational Meetings of Response Units**

October 2004–ongoing

- OCTOBER 25, 2004 CIPD Strategic Planning discussed  
October 15, 2004 Report to ACCJC
- NOVEMBER 1, 2004 CIPD Strategic Planning discussed
- NOVEMBER 29, 2004 CIPD Strategic Planning discussed
- DECEMBER 2004 CIPD Strategic Planning discussed  
December 7, 2004 Peralta Board of Trustees workshop  
with Dr. David Viar, Executive Director of CCLC

**Commission Action Letter Received by Laney**

January 31, 2005

**Appointment of Accreditation Steering Committee**

Ongoing

JANUARY 2005

Jan 13, 2-4pm District-wide Planning Meeting

**Administrative Review and Analysis of Action Letter and Evaluation Report**

February 8, 2005

FEBRUARY 2005

Feb 8, 1-3:30pm College Presidents' Meeting, Planning  
Feb 22, 2-4pm District-wide Planning Meeting

MARCH 2005

Mar 4, 5-9pm Board Retreat on Strategic Planning  
Mar 8, 11-3pm District-wide Planning Meeting  
Mar 28, 1-3pm District-wide Planning Meeting

APRIL 2005

April 12, 2:30-4:30pm District-wide Planning Meeting  
April 22, 8:30-10am District-wide Planning Meeting  
April 29, 8:30-10am District-wide Planning Meeting

MAY 2005

May 16, 3-5pm District-wide Planning Meeting

JUNE 2005

June 6, 3-4:30pm District-wide Planning Meeting  
June 24, 5-9pm Board Retreat on Strategic Planning (Mills College)  
June 25, 9-3pm Board Retreat on Strategic Planning (Consultants)  
June 20, 3-5pm District-wide Planning Meeting  
June 27, 3-5pm District-wide Planning Meeting (Consultants)

**JULY 2005**

- July 18, 3-5pm District-wide Planning Meeting (Consultants)
- July 26, 3:30-5pm Board Study Session on Strategic Planning (Consultants)
- July 28 Release of District's 13 major themes
- July 29, 2-4pm Vista Community College Leadership

**Draft of District Response**

**August 2005**

**AUGUST 2005**

- Aug 1, 9:30-11:30am Laney College Leadership
- Aug 1, 12:30-2:30pm College of Alameda Leadership
- Aug 8, 3-5pm District-wide Planning Meeting (Consultants)
- Aug 22 3-5pm Merritt College Leadership
- Aug 29, 3-5pm District-wide Planning Meeting (Consultants)
- District Service Center Managers' Report

**First Draft of College Responses**

**September 12, 2005**

**SEPTEMBER 2005 (District & College Strategic Meetings):**

- Sept 6 12pm Merritt College – Town Hall meeting
- Sept 7 2pm Vista Community College – Town Hall meeting
- Sept 8 12pm College of Alameda – Town Hall meeting (video)
- Sept 8 2:30pm Laney College – Town Hall meeting
- Sept 15, 1:30-3:30pm Combined CPAC, Presidents' and District-wide Planning Meeting (Consultants) - Draft Strategic Plan Framework with Strategic Initiatives
- Sept 27, 3:30-5pm Board Study Session on Strategic Planning (Consultants)

**Planning Meeting for Mid-Term Report**

**September 14, 2005**

**Final Draft of College and District Responses**

**October 3, 2005**

**Editing and Final College Review of Report**

**October 4, 2005**

**Report to District Office**

**October 5, 2005**

**Report Presented at Board Meeting**

**October 11, 2005**

**Report Mailed to Commission**

**October 12, 2005**

**Report Due to Commission**

**October 15, 2005**

**Planning Meeting for College Mid-Term Report**

**October 21, 2005**

**OCTOBER 2005 (District & College Strategic Meetings):**

- Oct 10, 3-5pm District-wide Planning Meeting (Consultants) – Draft Strategic Plan
- Oct 11, 3:30-5pm Board Study Session on Strategic Planning (Consultants)
- Oct 19 Professional Development Day
- Oct 24, 3-5pm District-wide Planning Meeting (Consultants)

**WASC Visit** (To be determined)

**Planning Meeting for College Mid-Term Report** November 18, 2005

NOVEMBER 2005 (District & College Strategic Meetings):  
Nov 7, 3-5pm District-wide Planning Meeting  
Nov 21, 3-5pm District-wide Planning Meeting

**First Draft of College Mid-Term Report**

DECEMBER 2005 (District & College Strategic Meetings):  
Dec 5, 3-5pm District-wide Planning Meeting

**First Review of College Mid-Term** January 2006

JANUARY 2006 (District & College Strategic Meetings):  
Jan 9, 3-5pm District-wide Planning Meeting \* Possibly to change to Jan 23

**Editing and Final College Review of Mid-Term** February 15, 2006

**Mid-Term Report to District Office** February 21, 2006

**Mid-Term Report to Board** February 28, 2006

FEBRUARY 2006 (District & College Strategic Meetings):  
Feb 6, 3-5pm District-wide Planning Meeting  
Feb Alameda College – Town Hall meeting  
Feb Laney College – Town Hall meeting  
Feb Merritt College – Town Hall meeting  
Feb Vista Community College – Town Hall meeting

**Mid-Term Report Due to Commission** March 15, 2005

MARCH 2006	Mar 6, 3-5pm District-wide Planning Meeting
APRIL 2006	April 3, 3-5pm District-wide Planning Meeting Final Strategic Plan
MAY 2006	May 8, 3-5pm District-wide Planning Meeting
JUNE 2006	June 5, 3-5pm District-wide Planning Meeting
JULY 2006	July 10, 3-5pm District-wide Planning Meeting
AUGUST 2006	Aug 14, 3-5pm District-wide Planning Meeting Strategic Plan Implementation
SEPTEMBER 2006	Sept 11, 3-5pm District-wide Planning Meeting
OCTOBER 2006	Oct 16, 3-5pm District-wide Planning Meeting
NOVEMBER 2006	Nov 13, 3-5pm District-wide Planning Meeting
DECEMBER 2006	Dec 4, 3-5pm District-wide Planning Meeting Strategic Plan Evaluation Plan

All meeting dates and times subject to change.



**APPENDIX B A SUMMARY OF LANEY COLLEGE'S PLANNING EFFORTS 1999-2005**

Activity/s	Timeframe	Responsible Parties (Key Participants)	Aim/s & Accomplishment/s
1. Developed/approved a College-wide shared governance framework	Began Academic Year 2000-01. Framework adopted 9.18.2002	All key stakeholders of the College led by the Laney College President	Aims: develop and render operational a means to engage all stakeholders in the governance of the College.
2. Conducted a review of Laney College	Spring 2001 – Fall 2001	An all-stakeholder/shared governance group: the Taskforce on Organization Review convened by the Laney College President (20-25 members)	Aim: identify strengths and weaknesses of institutional operations in all key areas of the College specifically within the instructional, student services, and business services domains.
3. Carried out a Self Study of Laney College	Academic year 2001-2002	Chaired by a faculty member, the shared governance group represented a cross section of the College including faculty, classified staff, students, and administrators	Aim: carryout a rigorous study of all aspects of the College to reveal accomplishments, barriers to effectiveness, and salient needs and opportunities while also preparing for the review by the Accrediting Team of the Accrediting Commission of Community and Junior Colleges (ACCJC).
4. Formulated strategic directions	Fall 2002	Laney College Educational Master Planning Task Force	Aim: craft strategic directions that used the information identified in the Self-Study Report's Action Plan.
5. Developed the Laney College Educational Master Planning Process	Adopted by Spring 2003	Laney College Educational Master Planning Task force through the College's shared governance process	Aim: ensure on-going systematic planning at Laney College to assure progress in achieving strategic priorities of the College.
6. Drafted forms for use in carrying out the program/unit level reviews	Fall 2003/ Spring 2004	Team of faculty and administrators led by the Vice President of Instruction	Aim: provide a sound means for determining needs and establishing institutional priorities.
7. Piloted the use of the forms for the program/unit level reviews	Spring 2004	Chairs of departments of Chemistry, Geography, and Graphic Arts	Aim: test the abridged program review documents to determine utility/efficacy—use by faculty and staff in carrying out a sound review of departmental and program efforts.
8. Implemented the first phase of the Laney College Strategic Planning Process, including reviewing of programs/development of priorities	Academic year 2004-2005 and Summer 2005	Administrative and educational leaders including the Vice Presidents, Deans, department chairs and program coordinators	Aim: carryout program reviews within all units of the College with priority within the instructional and student services programs/units
9. Developed parameters for drafting the planning progress report	Summer 2005	Educational administrators informed by the previous efforts of all stakeholders	Aim: ensure the development of a substantive report reflecting the conditions of the College, salient issues revealed in the Program Reviews, and developments that reflect how the College's planning process is affected by the District's planning process.

**APPENDIX C NEXT STEPS TO FULLY IMPLEMENT THE PLANNING PROCESS AT LANEY COLLEGE**

Activity/s	Timeframe	Responsible Parties (and key participants)	Aim/s & Accomplishment/s
1. Draft the planning progress report	August 2005 – October 2005	President, vice presidents, deans, and the president of the Faculty Senate	Aim: provide a summary of the major findings and recommend a course of actions to address needs, opportunities, and constraints.
2. Review/ approve the planning progress report	November 2005	Representative group of faculty, classified staff, students, and administrators	Aims: ensure that all Laney College stakeholders have the opportunity to learn about and further inform the details in the report in order to strengthen it.
3. Implement/ complete the 2 <sup>nd</sup> phase of Laney College's Educational Master Planning Process	Fall 2005 - Spring 2006	Various shared governance groups led by the Vice President of Instruction	Aim: demonstrate the integration of unit level and institutional plans within the actions taken by the College i.e., as reflected in the work of the Faculty Prioritization, Facilities, Instructional Equipment Committees.
a) Assess the effectiveness of the first phase. of the Educational Master Planning Process at all levels of the College	October 2005 – December 2005	Teams of faculty, classified staff, students, and administrators led by the vice president of instruction in cooperation with the Educational Master Planning Committee	Aim: determine the levels of progress in achieving the objectives established at the departmental, program, or unit levels
b) Link the Educational Master Planning Process to College & District Planning Processes	October 2005 – February 2006	All college constituents via key shared governance groups, and led by the College President	Aims: implement a method for linking results to resource allocations and other planning processes at the College and District levels.
c) Develop an On-going Professional Development Series on College Planning	Spring 2006	(To be determined)	Aims: ensure the use of a sound feedback mechanism/s and improve the planning process---all with the priority to strengthen educational and operational efforts college-wide.