

Laney College

Progress Report, Two

March 15, 2008



Submitted by Laney College

900 Fallon Street, Oakland, CA 94607

to

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

SPRING 2008

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Statement on Report Preparation

COLLEGE/DISTRICT PREPARATION:

On June 29, 2007, the Accrediting Commission for Community and Junior Colleges informed Laney College and the Peralta Community College District (PCCD) that it had "reviewed the Progress Report submitted by the college and the report of the evaluation team which visited on Wednesday, April 11, 2007." Further, the commission acted to accept the report and in an effort to assist "the college toward sustaining its forward momentum, the Commission asks that the college complete a Progress Report by March 15, 2008" on three specific district recommendations. The submission of this report is to be followed by a visit of Commission representatives to the colleges and the Peralta Community College District Office. This Progress Report focuses on the following recommendations:

District Recommendation 1 (Laney College Recommendation 4): The team recommends that a districtwide plan and an implementation process be created that are strategic and systematically integrate the education, 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 districtwide plan integrate the educational master plans and program reviews of the colleges. The team also recommends that the Chancellor ensure the plan and the ongoing planning processes are communicated throughout the district. (2002 Standard I.B, II.A.1, II.A.2, II.A.2.a,e,f, III.A.6, III.B.2.b, III.C.2, III.D.1.a, IV.B.1 ,2,3)

District Recommendation 2 (Laney College Recommendation 8): The team recommends that the college(s) and district jointly address administrative turnover by filling interim and temporary positions as quickly as possible to provide administrative stability for the college(s). As part of its comprehensive planning process, the college(s) should develop short-term and long-term staffing goals. (2002 Standards III.A.1, III.A.2, III.A.26, III.D.1, IV.B. 1 .b)

District Recommendation 3 (Laney College Recommendation 10): The team recommends that the college(s) and district immediately explore and obtain acceptable short-term solutions to fill in the gap in information posed by the district's current fiscal computer infrastructure, (2002 Standards I.B, IV.B. 1, 2)

This report was prepared in the following way: The four college Accreditation Liaison Officers (Dr. Elnora Webb, Laney College; Dr. Linda Berry, Merritt College; Dr. Jannett Jackson, College of Alameda; and Ms. Deborah Budd, Berkeley City College) with the assistance of Dr. Gary Yee, Acting Vice Chancellor of Educational Services, and Dr. Joseph Bielanski, Jr., District Academic Senate President, coordinated the writing of this Progress Report. Mr. Wyman Fong, Director of Human Resources, assisted with the response to district Recommendation 2. Mr. Tom Smith, Vice Chancellor of Finance and Administrative Services,

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Dr. George Herring, and Dr. Wise Allen, (Herring and Allen are both retired PCCD college presidents), assisted with the response to district Recommendation 3. Since the time of the March 15, 2007 Progress Report and the subsequent visit of the ACCJC evaluation team, the district and the colleges have continued to move forward with institutional planning which is strategic and integrates education, financial, physical, and the human resources of the district. Even before the receipt of the June 29, 2007 Commission letter, the district had been working to resolve the initial problems associated with moving from the "legacy" financial system to the new PeopleSoft system, problems related to implementing a new system (Recommendation 3). Human Resources has worked with the colleges and the district office to ensure administrative stability by identifying and filling administrative vacancies using interim replacements while working through the hiring process to choose permanent replacements (Recommendation 2).

The college Accreditation Liaison Officers began work in late October 2007 on the response to the three district recommendations covering the time from the March 2007 Progress Report until January 2008. Various drafts and sections of the report were shared among the College Accreditation Liaison Officers and members of the Strategic Management Team. This report documents the processes and results achieved through January 2008. Since integrated strategic planning is an ongoing process, work that has been accomplished since January 2008 will be shared with the visiting teams upon their arrival. At the end of January 2008 this report was disseminated to all the PCCD colleges, the numerous committees involved in the strategic planning process, and the Strategic Management Team (SMT).

This report was shared with the Board of Trustees on March 11, 2008, at its regular meeting.

WORKING GROUPS DISTRICT/COLLEGE

Following is a list of participants in the groups that provided information for these three recommendations in preparation for submitting this required Progress Report to the Accrediting Commission on March 15, 2008.

District Recommendation 1: Integrated Planning

Strategic Planning and Policy Advisory Committee (formerly the Strategic Planning Steering Committee)

Faculty Representatives

Dr. Joseph Bielanski, Jr.	Faculty Senate President/Berkeley City College & DAS President
Shirley Coaston	Faculty Senate President/Laney
Carlotta Campbell	Faculty Senate President/Alameda
Tom Branca	Faculty Senate President/Merritt
Evelyn Lord	District Academic Senate Representative
Inger Stark	At-Large

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Anita Black	At-Large
Debby Weintraub	Peralta Federation of Teachers, President

Classified Representatives

Ikhbold Odnamar	Classified Senate President/ Berkeley City College
Muriel Montague	Classified Senate President/ Alameda
Wandra Williams	Classified Senate President/ Laney
Horace Graham	Classified Senate President/ Merritt
Sheryl Queen	Classified Senate President/ District Office
Diana Lara	Local 1021 Representative

Administrative Representatives

Dr. Kerry Compton	VP Student Services/Alameda
Dr. Elnora Webb	VP Instruction/Laney
Dr. Linda Berry	VP Instruction/Merritt
Dr. George Herring	Acting VP Student Services/Merritt
Dr. Cecilia Cervantes	College President/Alameda
Dr. Frank Chong	College President/Laney
Dr. Robert Adams	College President/Merritt
Dr. Wise Allen	College President/Berkeley City College
Shirley Slaughter	College Business Manager/Berkeley City College
Dr. Gary Yee	Acting Vice Chancellor/ Educational Services

Student Representatives

Reginald James	Student Trustee
Marlene C. Hurd	Student Trustee

College Researchers (non-voting)

Dr. Debra Banks	College of Alameda
Dr. Connie Portrero	Laney College
Anika Toussaint-Jackson	Merritt College
Dr. Marilyn Sargent	Berkeley City College

Student Government Presidents (non-voting)

Joseph Johnson	Associated Student Government President/Alameda
Yvonne Thompson	Associated Student Government President/Laney
Durwin Brown	Associated Student Government President/Merritt
Ali Nezamabadi	Associated Student Government President/Berkeley

District Units (non-voting)

Thuy Nguyen	General Counsel/ Strategic Planning Manager
Thomas Smith	Vice Chancellor/ Finance and Administrative Services

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Gary Perkins	Chief Information Officer
Dr. Sadiq Ikhara	Vice Chancellor of General Services
Jeff Heyman	Executive Director Marketing / Public Relations
Dr. Jacob Ng	Associate Vice Chancellor for International Education
Alton Jelks	Special Assistant to the Chancellor's Office
Howard Perdue	Associate Vice Chancellor/ Enrollment Management and Student Services

Strategic Management Team

Elihu Harris, Esq., Chancellor
Dr. Gary Yee, Acting Vice Chancellor/ Educational Services
Thomas Smith, Vice Chancellor/ Finance and Administrative Services
Dr. Sadiq Ikhara, Vice Chancellor/ General Services
Howard Perdue – Associate Vice Chancellor/ Enrollment Management and Student Services
Dr. Betty Inclan – President, Berkeley City College
Dr. Cecilia Cervantes – President, College of Alameda
Dr. Frank Chong – President, Laney College
Dr. Robert Adams – President, Merritt College

Committee for Strategic Educational Planning (CSEP)
(time limited committee for Spring 2007)

Dr. Margaret Haig, Vice Chancellor/ Educational Services
Dr. Jannett Jackson, Vice President of Instruction/ College of Alameda
Dr. Linda Berry, Vice President of Instruction/ Merritt College
Dr. Wise Allen, Acting Vice President of Instruction/ Berkeley City College
Dr. Elnora Webb, Vice President of Instruction/ Laney College
Dr. Joseph Bielanski, Berkeley City College/ Academic Senate Co-president
Shirley Coaston, Laney College/ Academic Senate President
Thomas Branca, Merritt College/ Academic Senate President
Carlotta Campbell, College of Alameda/ Academic Senate President
Dr. Karolyn van Putten, Laney College/ Academic Senate Vice President
Thuy Nguyen, Strategic Planning Manager

Districtwide Educational Master Planning Committee

Dr. Gary Yee, Acting Vice Chancellor/ Educational Services
Dr. Jannett Jackson, Vice President of Instruction/ College of Alameda
Dr. Kerry Compton, Vice President of Student Services/ College of Alameda
Dr. Linda Berry, Vice President of Instruction/ Merritt College
Josue Hoyos, Acting Vice President of Student Services/ Merritt College

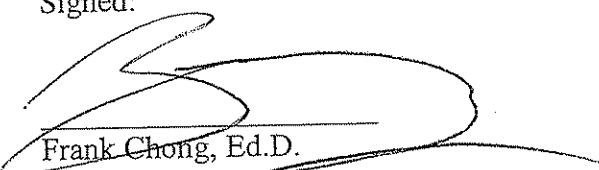
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Deborah Budd, Vice President of Instruction/ Berkeley City College
Dr. Mario Rivas, Vice President of Student Services/ Berkeley City College
Dr. Elnora Webb, Vice President of Instruction/ Laney College
Dr. James Bracy, Interim Vice President of Student Services/ Laney College
Dr. Joseph Bielanski, Jr., Berkeley City College/ Academic Senate Co-president
Dr. Fabian Banga, Berkeley City College/ Department Chair; Distance Education Coordinator
Shirley Coaston, Laney College/ Academic Senate President
Michelle Fossum, Laney College/ SLO-Assessment Coordinator
Thomas Branca, Merritt College/ Academic Senate President
David Morales, Merritt College/ Department Chair
Carlotta Campbell, College of Alameda/ Academic Senate President
Bob Grill, College of Alameda/ Curriculum Committee Chair

Summary:

Laney College has worked closely with the district on the district integrated planning process and at the college in its local planning responsibilities. The college has worked closely with Human Resources and has filled three administrative positions—two instructional division deans and a business manager since March 2007, during the time period of this report. The college has worked closely with the Vice Chancellor of Finance and Administration and the Director of Human Resources to advertise classified permanent and, more recently, contract faculty positions. The college business office continues to work closely with the district finance office in the ongoing implementation of all aspects of the financial services component of PeopleSoft. The resulting document addresses the three district recommendations listed in the June 29, 2007, letter from the Commission.

Signed:



Frank Chong, Ed.D.
President
Laney College

TIMELINE OF ACTIVITIES IN THE STRATEGIC PLANNING PROCESS (March 15, 2007 – March 15, 2008)

Strategic Planning and Policy Advisory Committee Meetings (formerly the Strategic Planning Steering Committee)

- March 29, 2007
- April 23, 2007
- May 21, 2007
- July 9, 2007
- August 27, 2007
- September 24, 2007
- October 22, 2007
- November 26, 2007
- January 28, 2008

Strategic Management Team Meetings

- April 19, 2007
- May 9, 2007
- May 17, 2007
- June 7, 2007
- June 21, 2007
- July 10, 2007
- August 9, 2007
- August 16, 2007
- September 6, 2007
- September 20, 2007
- October 4, 2007
- October 18, 2007
- November 1, 2007
- November 18, 2007
- December 6, 2007
- December 20, 2007

Committee for Strategic Educational Planning (initially the Strategic Curriculum Review Committee)

- February 13, 2007
- March 13, 2007
- March 27, 2007
- April 24, 2007
- May 8, 2007

- May 15, 2007

Districtwide Educational Master Planning Committee

- September 24, 2007
- October 18, 2007
- November 18, 2007
- December 6, 2007
- December 17, 2007
- January 24, 2008

TIMELINE FOR REPORT PREPARATION

First Draft of College and District Responses	December 2007
Final Draft of College and District Responses	January 15, 2008
Editing and Final College Review of Report	February 2008
Report to District Office	March 3, 2008
Report Presented at Board Meeting	March 11, 2008
Report Sent Electronically to the Commission	March 15, 2008
Report Mailed to Commission	March 15, 2008
Report Due to Commission	March 15, 2008

RESPONSE TO DISTRICT RECOMMENDATION ONE

District Recommendation I (Laney College Recommendation 4): The team recommends that a districtwide plan and an implementation process be created that are strategic and systematically integrate the education, 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 districtwide plan integrate the educational master plans and program reviews of the colleges. The team also recommends that the Chancellor ensure the plan and the ongoing planning processes are communicated throughout the district (2002 Standard I.B, II.A.1, II.A.2, II.A.2.a,e,f, III.A.6, III.B.2.b, III.C.2, III.D.1.a, IV.B.1 ,2,3).

District Response

As has been reported previously to the Commission, the Peralta Community College District (PCCD), consisting of the College of Alameda, Laney College, Merritt College, and Berkeley City College, has recognized since 2003 the importance of having a districtwide plan and planning process that is strategic and systematically integrates the education, financial, physical, and human resources of the district, as recommended by the Accrediting Commission for Community and Junior Colleges (ACCJC). Such integrated planning is critical to the success of students and the future of the four colleges. As such, the Board of Trustees, Chancellor, college presidents, administrators, faculty members, and classified staff continue their commitment to ensuring that a plan and planning process are implemented, widely disseminated, evaluated, and regularly updated. The overarching goal has been to move from a paradigm where planning documents often are “shelf documents” to planning documents as the “roadmap” for short-term and long-term action.

Introduction

The district and the colleges recognize the value and fundamental importance of an ongoing, comprehensive, and strategic planning process that is regularly evaluated and updated in order to meet the educational needs of the six cities in northern Alameda County. As was noted in the March 15, 2007, Progress Report, integrated strategic planning requires substantive change in the culture of the Peralta Community College District. A main focus has been to move from a “culture of competition” to a “culture of collaboration.”

Since Fall 2006, the Peralta Community College District has been implementing its first districtwide strategic plan. The history of the planning process from 2003 through Fall 2006 was presented in the March 15, 2007, Progress Report submitted to the Accrediting Commission for

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Community and Junior College (ACCJC) and should be referred to in an effort to understand the amount of time, effort, and commitment that has been given in not only addressing the ACCJC recommendation but more importantly providing quality education to students and ensuring their students demonstrate the learning outcomes. All planning is focused on supporting student learning and increasing the number of students to whom the four colleges can provide that opportunity. To date the process has involved the various college and district constituencies, has stressed participatory governance, and has worked to build on collaboration.

There has been follow-through on the "District Action Plan" that was presented in the March 15, 2007, Progress Report (pp. 69-70).

- The Strategic Management Team (SMT: membership listed on page 5), which first met September 21, 2006, continues to meet every two weeks to provide leadership and accountability for ongoing integrated strategic planning (Strategic Goal D. Objective 8; District Action Plan #1, March 2007 Progress Report).
- In Spring 2007, the office of the vice Chancellor of educational services recommended a districtwide educational master planning process that integrates the districtwide strategic plan with a consistent and comprehensive review of all instructional disciplines and/or departments that has been essential to updating the college educational master plans. Further, the district office of institutional research and development, with the assistance of the college researchers, provided all needed internal scan information (Strategic Goal C. Objective 4; District Action Plan #2, March 2007 Progress Report). In addition, the college presidents, under the leadership of the vice presidents of instruction and student services, have overseen the development of college unit/ program plans and updated college educational master plans, which have facilitated the creation of a districtwide educational master plan (Strategic Goal C. Objective 4; District Action Plan #8, March 2007 Progress Report).
- The Chancellor, on behalf of the district and the Board of Trustees, contracted with Chuck McIntyre (Computer Aided Planning) to conduct an in-depth environmental scan in order to provide a long-term access and growth analysis and to address the implications for connecting academic and facilities planning. Throughout the data collection, regular reports have been provided for use in planning, with summary reports to be provided in March and June 2008 (Strategic Goal A. Objective 1; Strategic Goal B. Objective 2; District Action Plan #3, March 2007 Progress Report).
- Under the leadership of the vice Chancellor of general services, the district has hired a consulting firm to create a districtwide facilities master plan, which will include an energy master plan. Since the district already has in process facilities upgrades due to deferred maintenance and the need to meet health and safety requirements, this plan will focus on long-term facilities needs identified in the educational master plans (Strategic Goal C. Objective 4; Strategic Goal D. Objective 8; District Action Plan #4, March 2007 Progress Report).
- The department of human resources is currently completing the model equal employment opportunity plan, will submit the plan for board approval, and then will submit it to the

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Chancellor's Office for the California Community Colleges in Spring 2008. The district Office of Human Resources continues to work closely with the colleges and district office units to address staffing needs (Strategic Goal D, Objective 8; District Action Plan #5, March 2007 Progress Report).

- The Strategic Management Team, in collaboration with the vice Chancellor of finance and administrative services, assisted in the finalization of the 2007-2008 budget allocation. General fund monies, beyond fixed costs, were allocated to the colleges on an FTES basis (exceptions are made for colleges and programs with evidence of significant need and which are reviewed and agreed to by the Strategic Management Team). The vice Chancellor of finance and administrative services continues to meet with the district budget advisory committee for the 2007-2008 academic year. At initial meetings the task has been to finalize committee by-laws and a budget development calendar (Strategic Goal D, Objective 8; District Action Plan #6, March 2007 Progress Report).
- The Strategic Management Team and the vice presidents of instruction and student services are currently involved in the statewide Basic Skills Initiative, attended training on September 21, 2007, and through college-based basic skills committees (student success initiative) will complete a self-assessment leading to an action plan to be filed with the State Chancellor's Office for California Community Colleges by May 1, 2008. The action plan will address the identified twenty-six basic skills effective practices, which will address retention and persistence (Strategic Goal D, Objective 8; District Action Plan #7, March 2007 Progress Report).

This Progress Report now will address and summarize the various planning efforts that have taken place since March 15, 2007, under the following headings:

- I. Districtwide Program Reviews
- II. Utilization of CSEP Procedures and Development of Unit/Program Plans
- III. Creation of updated College Educational master Plans
- IV. Creation of a Districtwide Educational master Plan
- V. External and Internal Environmental Scan
- VI. Facilities Master Planning
- VII. Technology Planning
- VIII. Budget Formulation: 2007-2008
- IX. Strategic Management Team
- X. Plan of Action/Implementation Matrix – 2007-2008
Framework for Long-term Institutional Objectives
- XI. Board Workshop: November 27, 2007
- XII. Summary

DISTRICTWIDE PLANNING PROCESSES AND ACTIONS

I. Districtwide Program Reviews

As reported in the "March 2007 Progress Report" (p. 41), the district academic senate, district office educational administrators, and college educational administrators adopted a new instructional program review format with a strategic objective of conducting instructional program reviews at all four colleges in all instructional disciplines/ departments during spring semester 2007 (Strategic Goal A. Objective 4; Strategic Goal C. Objectives 1, 2, 3, and 4). At the January 10, 2007, Professional Development Day, training was provided for all instructional faculty members to review the new format and the various planning templates. The goal of the program review was to have all instructional departments collect up-to-date information that would be incorporated into updated college educational master plans and a districtwide educational master plan in order to inform master planning for facilities, technology, human resources, and finances. The data also will inform long-term expenditure of Measure A bond monies.

While the colleges had previously engaged in program review on a six-year basis, the new format is designed with the goal of conducting program review every two to three years in an effort to have current and accurate data and program assessment. Also, the new instructional program review format incorporates questions regarding student learning outcomes and assessment, effective and innovative instructional strategies, student success indicators, as well as human and physical resource needs (technology and facilities). These are all key areas for which up-to-date information is essential.

According to the plan, most instructional program reviews districtwide were completed by June 2007, with some programs extending their deadline to the beginning of fall semester 2007. As of the time of the writing of this report, all instructional program reviews were completed at the four colleges.

In terms of non-instructional program reviews, a different approach was taken. The program reviews completed in Spring 2007 were those required by the State Chancellor's Office for California Community Colleges, and those program reviews included Matriculation; Disabled Student Programs and Services (DSP&S); Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE); and California Work Opportunities (CalWORKS) and Temporary Assistance to Needy Families (TANF). The format of the program reviews addressed management information system data reporting, access, progress, student learning outcomes, compliance, effective practices and opportunities for improvement, and a planning agenda. In addition, during the 2006-2007 academic year, program reviews also were conducted for Veterans' Services, Student

Activities, and Health Services. Unit plans have been completed for all student services units (Strategic Goal A. Objective 4; Strategic Goal C. Objectives 1, 2, 3, and 4).

The current approach is to have all non-instructional programs that do not have a State mandated program review and site visit process to continue using the existing and agreed upon program review format. The annual unit plans will incorporate data from existing program reviews and include any new or current data, such as student retention and student success, as appropriate.

Given the intense focus on program review during spring semester 2007, the Peralta Community College district office service centers decided to engage in unit review. The unit reviews began in Fall 2007 and are ongoing at the time of the writing of this report. Under the Chancellor's office, reviews are being conducted for the following units: board operations, the PCCD Foundation, community and external affairs, strategic planning/organizational development, and marketing & communications. Under Finance and Administration, reviews are being conducted for the following units: human resources, employee relations, information technology, payroll, and finance. Under General Services, reviews are being conducted for the following units: grounds & custodial; engineering, purchasing/warehousing/duplicating; and capital projects. Under Educational Services, reviews are being conducted for the following units: children's centers, workforce and economic development, international education, admissions and records, enrollment management, financial aid, research & planning, and support services. Through self-assessment, online surveys, and objective data, the reviews are assessing how the units address the strategic planning goals and provide support for student learning. The unit reviews also address the potential need to adjust procedures to better meet college needs. As a result of these unit reviews, an immediate change that occurred in district purchasing procedures (Strategic Goal D. Objective 2, 4, 5, 7, 8, and 9).

In spring semester 2007, the four vice presidents of instruction began a strategic and cooperative review of class schedules of the four colleges as one approach to addressing enrollment management. This review was more strategic in focus than previous reviews of class schedules, and the four vice presidents of instruction have decided to continue this review. The vice presidents of instruction reviewed the schedules to identify conflicts, lack of specific courses in specific time frames, course productivity, and possible methods to increase productivity through scheduling of classes. The focus was on Strategic Goal E, Objective 1: "Integrated Enrollment Management" (Document File #1 for this section).

II. Utilization of CSEP Procedures and Development of Unit/Program Plans

The updated instructional program review format provided the opportunity to address implementation procedures for PCCD Board Policy 5.11, "Review Policy for Instruction Programs." The policy states that "it is the policy of the Board of Trustees to establish,

modify or discontinue courses or educational and instructional programs within the requirements of the Education Code. The goal is to provide accessible, high-quality adult learning opportunities to meet the educational needs of the multicultural East Bay community." This policy is in keeping with a requirement in California Education Code Section 78016.

A committee was formed of the four vice presidents of instruction, the vice Chancellor of educational services, and the four college academic senate presidents. The committee was time limited to spring semester 2007, was initially called the Strategic Curriculum Review Committee (SCRC), but later changed to the Committee for Strategic Educational Planning (CSEP). Ultimately, the review process was called the CSEP program evaluation process.

The CSEP process is one of the core elements of integrated strategic planning (Strategic Goal A. Objective 4; Strategic Goal B. Objective 2; Strategic Goal C. Objective 2). The CSEP process is meant to ensure that the colleges use a continuous program improvement process to support all programs in achieving quality, relevance, and productivity. The process involves using a common set of "horizontal" criteria to assess program offerings across the four colleges. Those criteria are data elements included in program review, such as enrollment trends; FTES/FTEF ratios; cost and community need (vocational programs); trends in retention, persistence, student learning outcome achievement, and program completion; labor market trends; and relevance to the college's strategic plan. Upon review of the criteria a determination is made to either "grow," "maintain," or "watch/revitalize" the program. This process was formulated using examples from other California community college districts (Strategic Goal C).

The CSEP program evaluation process was presented at the August 21, 2007, districtwide professional development day as a supplement to instructional program review. Training on the process was provided in the morning and the afternoon involved discipline meetings to begin a first review of the process using data supplied to the various disciplines. This process continued through fall semester 2007 and will be ongoing into the spring semester 2008. Because program evaluation is new and has raised fears of program discontinuance, which is not its primary purpose, the decision was made to allow adequate time to fully implement the process.

In fall semester 2007, each instructional and non-instructional program completed a unit plan in preparation for formulating a college educational master plan. The unit/ program plan templates provide standard planning information and provide a basis for the college educational master plan. Data from the unit plans are being used in the prioritization and justification of faculty and classified positions that are requested for hire; for prioritizing equipment, material, and supply needs; and prioritizing facilities needs, particularly as the district creates a new facilities master plan which will guide the ongoing expenditures of Measure A bond funds. Because data from the environmental scan were only becoming

available during the latter part of the Fall 2007 semester, it is assumed that the final unit/program plans, and the associated college educational master plans, will be adjusted to incorporate and respond to the environmental scan data. Again, this demonstrates that planning is ongoing and not a one-time activity (Strategic Goal C. Objective 4). [Document File #2 for this section]

III. Creation of updated College Educational Master Plans

As noted above, each of the colleges, at the time of the writing of this report, has completed the program/unit review and planning process for instructional programs, has implemented a unit-planning process for student services, and is planning a unit review process for college administrative units. At the time of this report each college has completed a preliminary college educational master plan based on the unit plans and incorporating available internal and external scan data. As has already been stated, the data from the college educational master plans is being used for facilities, technology, human resources, and financial planning. The college educational master plans present each college's major institutional goals, strategies, and projections aligned with the five district strategic goals (Strategic Goal C. Objective 4). The college educational master plans speak to meeting the needs of current students (in reach) with specific attention to access, equity, and a success analysis, and how to better meet the needs of the community (outreach) by strengthening current programs and delineating additional program needs based on economic forecasts, educational needs, and other pertinent issues. Each college educational master plan provides an "action plan" or "action initiatives" that can be reviewed and evaluated frequently to maintain currency and relevance.

Given the intensity of planning since March 2007, the number of steps that have been taken, and the number of individuals involved, various charts and documents have been developed to show the relationship and interconnectedness of all the planning steps. One such document, for review, has become known as the "family of plans document" to stress the close connection among the various planning initiatives. In addition, newsletters have become a part of the communication process and have been widely distributed throughout the district. [Document File #3 for this section]

IV. Creation of a Districtwide Educational Master Plan

Throughout the various steps in the planning processes, there have been regular and ongoing meetings of the various districtwide planning groups. Throughout the planning process, it was determined that the districtwide educational master plan should focus on areas of planning that the four colleges had in common and thus present districtwide planning objectives/goals. Even before the completion of the college educational master plans, the discussion at the various districtwide planning meetings (such as meetings of the Districtwide Educational Master Planning Committee and meetings of the vice presidents of instruction)

was so rich that it was readily apparent that broad planning areas could be conceptualized and would help define the operational direction on which the district and the four colleges should focus. It was readily acknowledged that progress in these areas would have to be evaluated and re-strategized annually since none of the areas is one-time in nature. Nine specific areas have been targeted as needing to be included in the districtwide educational master plan and incorporated with the five strategic planning objectives. The nine areas are as follows: program integrity and quality, access, program growth, basic skills, career technical education, planning and budget integration, technology, enrollment management, and human resources.

Under each of these nine areas, specific objectives from the strategic plan were identified and are being addressed. The following provides the specific objectives under each of the nine areas:

- (1) Program integrity and quality: student learning outcomes, pedagogy and pedagogical innovation, professional development, and college programs and services to support students.
- (2) Access: outreach, marketing, student equity plans, middle and high school partnerships, and college programs and services to support students.
- (3) Program growth: non-credit instruction, contract education, community outreach centers, transfer pathways, workforce and economic development, high school curriculum alignment, and college programs and services to support students.
- (4) Basic Skills: adult basic education, basic skills and the Basic Skills Initiative, working with the district matriculation committee, Digital Bridge, Career Advancement Academy, and college programs and services to support students.
- (5) Career Technical Education: tech prep, workforce and economic development partnerships, convergence of academic and career technical education, career pathways, and college programs and services to support students.
- (6) Planning and budgeting integration: committee roles and responsibilities, annual timeline, and planning and budgeting principles.
- (7) Technology: online and distance education, administrative use of technology, curriculum management, PeopleSoft, and classroom use of technology.
- (8) Enrollment management: schedule, calendar, location, number of classes, staffing, and fiscal impact.
- (9) Human Resources: staff development, hiring, and succession.

These areas have become the substance of “districtwide priorities and action initiatives” in the districtwide plan.

These priorities or areas for action were determined to address the data regarding our current students and the needs of the external community. They also address both instructional and support services. Per the methodology of the districtwide educational master plan, these areas of action are referenced in looking at students in three specific cohorts and determining

the needs for student success, instructional programs, and delivery systems for each of the defined cohorts.

As can be seen, a wide range of issues can be addressed in districtwide collaboration and will require annual planning to address them adequately. This first draft of a districtwide educational master plan has demonstrated the willingness to move from a “culture of competition” to a “culture of collaboration.”

The Districtwide Educational Master Plan Committee regularly monitored the drafting of the district plan and continues to meet on a regular basis. The vice Chancellor of Educational Services updated the Board of Trustees on the plan at the board meetings of January 15 and 29, 2008 (addresses all Strategic Goals). [Document File #4 for this section]

V. External and Internal Environmental Scan

As a result of the various planning processes, it was decided in spring semester 2007 to conduct an external and internal environmental scan to assist in current and future planning processes. Because the district had used Computer-Aided Planning (Chuck McIntyre) previously, it was decided to enlist the service of Chuck McIntyre again.

The purpose of the environmental scan is to improve Peralta’s access for its service area communities, better manage college enrollments, ensure the quality and relevance of programs and subsequent student success, ensure fiscal stability and sustainability, and effectively allocate \$390 million available from Measure A bond funds (addresses all Strategic Goals).

Specific research questions were developed that the scan addresses:

- How will the East Bay area evolve and, as a consequence, how should PCCD evolve?
- How should the PCCD curriculum evolve? Where should it be located and how should it be delivered? Should colleges consider on-campus, face-to-face, partnerships, distance learning options? If so, in what kinds of in-class and out-of-class facilities?
- How can PCCD maintain robust basic skills instruction and an effective lower division, general education, transfer core, while augmenting its workforce preparation and contract training? In what specific skill areas will the latter functions best meet the labor market needs of the East Bay?
- How should PCCD be organized: as a four-college district (at present), a four-campus college, or in some other way? What delivery modes and organization and staffing changes will maximize the district’s access and program quality?
- What kinds of enrollment management strategies will enable PCCD to fulfill its mission and meet its goals and objectives? What strategies best support the priorities of fiscal stability and sustainability?

- To what degree should the colleges make their market penetration (access) “more consistent across their different service area communities and specific clientele “niches,” and increase overall access?

The scan is divided into four components: a scan of PCCD’s community educational needs (an external perspective); a scan of PCCD’s recent performance (an internal perspective); analysis of future, long-term scenarios and their implications; and findings and recommendations about PCCD operations and capital outlays.

The various planning groups (specifically, the Strategic Planning and Policy Advisory Committee, the Districtwide Educational Master Planning Committee, and the Strategic Management Team) received preliminary data from McIntyre in early September and monthly thereafter. Those documents are available for review. Faculty focus groups at each of the four colleges, community focus groups, and student focus groups were held as part of the data collection process. Preliminary data was presented to the Board of Trustees at the November 27, 2007, Board Workshop.

In September 2007, the scope of work for the environmental scan was expanded to include linking the data with the educational master plans to better inform facilities master planning. In order to do this McIntyre is addressing the following components: pedagogy and delivery; space and utilization issues; assignment of programs; likely forecasts of enrollment, FTES, and WSCH; and advice and consultation on ties between education and facilities planning. With the expansion of the project, the environmental scan documents will be provided in March 2008, and a final report for inclusion in the facilities master plan will occur in June 2008. It should be noted that interim reports were regularly filed and assisted in informing the planning processes as they were happening. Further, this process serves to confirm that planning is an ongoing and not a one-time process; cyclical rather than linear. So while McIntyre’s work is ongoing and was expanded, planning will incorporate his data as it is provided. [Document File #5 for this section]

VI. Facilities Master Planning

As reported in the March 15, 2007, Progress Report, Alameda County voters approved a Measure A, proposition 39 bond in June 2006, in the amount of \$390 million for the Peralta Community College District. The bond monies are designated for educational facilities modernization. Further, as noted in the previous progress report, the initial expenditures of bond funds for facilities modernization were based on college-determined needs, arrived at through college planning processes, and were presented to the Board of Trustees at a special board retreat in December 2005. Initial projects are ongoing and have focused on health and safety needs, as well as facility stability. The district office and colleges have worked to maximize the funding through seeking available matching funds from the State Chancellor’s Office for the California Community Colleges. (Strategic Goal C, Objective 4).

Beyond immediate and necessary facilities upgrades and improvements, the district is now focused on long-term facilities needs to be addressed through ongoing facilities master planning. The district has hired a consultant to assist in the development of the facilities master plan and a project manager for each college. The facilities planning consultant has a proven track record in facilities master planning.

The planning consultant will work with the educational master plans and the scan data provided by Computer Aiding Planning. The scope of work for the Facilities Master Plan will happen in two phases. Phase I will include site assessments, development of an infrastructure/utility plan, development of infrastructure bridging documents, review of design construction standards, preparation of maintenance standards, and preparation of operations standards. Phase II will include site master plans, prioritization of major capital building projects, and bridging documents. What follows is narrative detail on Phase I and Phase II of facilities master planning.

As noted above, Phase I of the Facilities Master Planning will include six (6) areas. The initial step is site assessments. The district office, in collaboration with the colleges, will work with the consultant to review in detail the condition of existing facilities and functionality issues. The process will include surveys and evaluations addressing general concerns that may impact the district's decision-making about future repairs and upgrades. Building occupants, custodial staff, maintenance personnel, and stakeholders will all be consulted in the process.

Building walkthroughs will be conducted by district office staff accompanied by the planning consultant. The walkthroughs are intended to gather materials, such as copies of any available maintenance records, and to analyze facilities disciplines such as civil, landscape, structural, mechanical, electrical; energy efficiency, sustainability, and concentrate on specific architectural building components.

The final assessments will then be presented to a districtwide facilities advisory committee and various stakeholder groups for review. On the districtwide facilities advisory committee, the district office and the colleges collaborate to address districtwide facilities and land use matters. The approved material will then be presented to the Board of Trustees Facilities and Land Use Committee before going to the Chancellor and the full Board of Trustees for approval. Hard copies will be published for distribution throughout the district for review by all stakeholders.

Upon completion of the site assessments, a districtwide infrastructure and utility plan will be developed. This work will be done in concert with the development of a districtwide Energy Master Plan. Chevron has recently been selected as the district's possible Energy Service Consultant. An infrastructure/utility plan will be developed for each college.

The plan will map the design and implementation of the district's entire infrastructure needs (utilities, mechanical, electrical, plumbing and information technology network, including voice and data) required to support the Capital Building Program. The plan also will identify the calculation of load growth profiles for cooling systems, heating systems, gas systems, and electrical systems, utility demand calculations for future and existing buildings at each college. This process will also determine if the current infrastructure is capable of accommodating the proposed site and facilities improvements. Strategies will be provided to resolve system shortcomings and eliminate redundancy.

Finally, the district will determine the best way to treat storm water runoff created by campus developments, calculate earthwork quantities for each proposed project, and develop energy and sustainability criteria for each college.

The infrastructure/utility plan will be used as the design guide to develop the infrastructure bridging documents. These documents will include a narrative description of each proposed system for each campus; adequate-for-pricing performance specifications; site utility drawings indicating conceptual routing of utilities; location of main equipment; conceptual single line diagrams depicting system design; standard building connection details for each proposed project and each system; and an engineer's estimate of the system costs.

Design/construction standards will provide project specifics for architects and construction teams that will be applied uniformly districtwide. The department of general services will conduct meetings with key personnel to determine the district's design and construction standards. Any existing standards will be examined and then incorporated into the new standards with recommendations for improvements. The draft, once prepared, will be presented to the districtwide facilities advisory committee and to various stakeholders groups for review. Following a process similar to the bridging documents and infrastructure/utility plan, the construction standards will then be submitted to the Board Facilities and Land-Use Committee, the Chancellor, and finally the full Board of Trustees for review and approval.

A product/material library will be established, which will make it easier for the district and stakeholders to review the designs and specifications and will serve as reference materials for the Maintenance and Operations Standards cited below.

The process for preparing maintenance standards is similar to that of the design and construction standards. While the design and construction standards are used to determine the most appropriate products, the maintenance standards will be determined by the instructions for proper maintenance of each specific material selected in the design and construction standards.

As part of the maintenance standards, the Department of General Services will coordinate and organize the process and procedures for receiving and cataloging the project maintenance manuals. Since the maintenance effort includes repairs, cross-references will be made to the design and construction standards. The end product will be a document in the same format as design and construction standards.

The operations standards will be prepared in a similar manner to the maintenance standards. The operations standards will be closely integrated with the project commissioning process to ensure that the on-going operations of the new systems will be easily managed by district staff. The preferred solution may be the "breakout" type, where an individual document is prepared for each of the different trade shops. The documents are then published together in a loose binder, so that they may be pulled out and carried around by maintenance workers of the different trades.

Phase II will begin with the development of site master plans. Based on the facilities assessment of each college and projected growth recommendations from the education master plan, recommendations will be made for existing facilities modernization, as well as for possible future facilities. These recommendations address land use and each discipline, such as architectural, civil, landscape; structural, mechanical, electrical, and technology.

Based on the findings of the Educational Master Plan and the facilities assessment, the district-office will work with colleges and the stakeholder to develop a project priority list of major capital building projects. The priority list will reflect the goals of each campus and will require preliminary project schedules and updated project budgets.

In Phase II, bridging documents will include a project programming and scope, a narrative of individual space requirements, and a narrative scope of work

In October and November 2007, the district office department of general services updated the Strategic Management Team on the "Facilities Improvement Initiative." A similar report was provided to the Board of Trustees on November 27, 2007. As of the time of the writing of this report, an initial ninety-day work plan has been drafted and includes a timeline; "as-built" drawing reorganization; infrastructure assessments; facilities assessments; and sustainability cost analyses per college. In terms of supportive services/tools, as noted, a procedures manual is being developed that will standardize construction protocols and projects, including contract management and administration, reporting, emergency responses, and documentation. Further, as noted, district standards are being developed to provide for uniform design guidelines and elements; efficient, effective, and consistent maintenance; to assure consistent sustainability design; and to incorporate technology needs when necessary. Regular and ongoing reporting will include comprehensive budget reporting; master schedule and progress tracking; and project updates.

At the time of the writing of this report current large facilities projects include the following: Merritt's building D and Learning Center relocation to the library (building L); Alameda's buildings A, C, and D (science and allied health programs complex); Laney's Beginner's Inn (Culinary Arts), athletic field/sports complex, and library and learning center. Upcoming large projects, which are tied to state funding expected in July 2008, include the following: Alameda's buildings C and D; the Laney library; and Merritt's building A (science complex). The design for these upcoming projects will begin once State approval is received. These facilities projects were determined by the colleges through their various planning processes and are based upon identified educational program and support services needs.

The visiting team can obtain additional information and updates from the department of general services at the time of the site visit. [Document File #6 for this section]

VII. Technology Planning

Technology Planning, during the time period of this report, has focused on three areas: a realignment of the district office information technology unit; districtwide technology projects; and college specific technology needs (Strategic Goal A, Objective 6; Strategic Goal D, Objective 3).

The district office information technology unit, under the direction of the chief information officer, has been divided into two areas: (1) academic services and (2) administrative operations. Academic services currently includes the following: campus networks, computer labs, web access, emergency services, application support, technical support, telecommunications, institutional networks, administrative networks, help desk, and desktop/laptop support. Administrative operations currently includes the following: production responsibility for all automated computer administrative systems, training, research, development, disaster recovery, web services, system administration, communications, databases, mainframe computing, and distance learning hosting.

Districtwide technology services projects currently include the following: VoIP feasibility study; disaster recovery/business continuity; e-mail filter for spam and virus protection; AlertSite monitoring; emergency alert system; footprints help desk; domain migration; website redesign and upgrade; student e-mail system; enterprise storage upgrade; load balancer and security upgrade for student project; and wireless feasibility study. In addition, in 2008 new directions will include the following: implementation of Microsoft Office Suite 2007; implementation of Microsoft operating system VISTA; implementation of the PeopleSoft Student Administration System (local name: PASSPORT); use of change management to implement change; and providing skills upgrade training.

The PeopleSoft Student Administration System (PASSPORT) will provide major changes in the system, from the way students enroll to the way instructors submit their grades.

Trainings on the system will be held throughout the Spring 2008 semester, with a “go live” date in early April 2008. By design the system will be first used for summer 2008, which is a period of lower student enrollment and employment of fewer instructional faculty than the regular fall and spring academic terms.

The directors of information technology will work with college administrators, the college educational master plans, the environmental scan consultant, and the facilities master planning consultant, and will assist in integrating college technology needs into the education and facilities master plans. Some areas currently under consideration include the following: smart classrooms; interactive systems such as video conferencing and telecommuting; expanded use of audio/ video media; WiFi services; and distance education needs, specifically a Learning Management System.

Specific college technology needs being addressed include a ten-year plan for upgrade and replacement of computers (faculty, staff, and labs) using Measure A funding; purchase of a course management system, CurricuNet; instructional technology for existing classrooms; and college implementation of the PeopleSoft student administration system (PASSPORT), and the use of business readiness teams for training on the new system.

One major area of emphasis during the time of this report has been on distance education, focusing on reviewing various learning management systems, providing full support to distance education students, ensuring that instructors have the skills to provide distance education instruction, and determining a way of assessing and regularly improving distance education. It should be noted that initial environmental scan data encouraged the four colleges to look more closely at increasing distance education offerings throughout the district.

The visiting team can obtain additional information and updates from the chief information officer at the time of the site visit. [Document File #7 for this section]

VIII. Budget formulation: 2007-2008

The final 2007-2008 budget was officially presented at a board budget workshop on October 9, 2007. It should be noted that the State budget was officially finalized and presented on September 20, 2007, thus causing the delay in finalizing this year’s district budget at Peralta. (Strategic Goal E)

Various decisions were made in setting the budget in alignment with the strategic planning objectives. These decisions are a result of planning, contractual obligations, and an assessment of the State budget. Such budget decisions are as follows:

- The budget reflects a 14.46% and a 9.06% (June 2007 & 2008) general fund reserve due to an uncertain state budget environment and the FTES borrowing for growth.

**Berkeley City College, College of Alameda, Laney College, Merritt College:
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- 4.53% COLA was added to classified and faculty salary schedules per agreement.
- \$1 million, per agreement, has been added to the adjunct and contract faculty schedule, which is now at 25 steps.
- Per the Chancellor's direction, \$100,000 is provided to each college president as a discretionary fund for specific campus planning initiatives. (Total: \$400,000)
- This year \$400,000 was divided among the four colleges and a percentage was added to each college budget for support services to non-resident and international students.
- Preliminarily, each college has been funded an additional two full-time faculty positions (\$440,000).
- Growth is listed as 2.421% but will be budgeted later in the year once there is greater certainty that there will be no state "take backs."
- Adjunct parity pay was funded at \$789,000.
- The OPEB (Other Post Employment Benefits; GASB 45) Trust Fund will fund \$5.9 million for medical benefits this fiscal year.
- Colleges have been funded for fixed costs.
- Colleges will receive 1351 funding necessary to meet enrollment management and program targets.
- Colleges will receive their one-time monies from the State, e.g., Basic Skills Initiative funding.

The vice Chancellor of finance and administrative services will continue to monitor the budget throughout the year, providing regular reports to the Strategic Management Team and the District Budget Advisory Committee, as well as the Board of Trustees.

At this time, in the process of integrating planning and budgeting, the district is considering the use of the following budget development calendar:

October through January

- College budget committees and the Strategic Management Team (SMT) review recommendations from the college community districtwide priorities, including faculty and staff hires, and statutory cost increases based on Educational Master Plan priorities.

January

- Governor's proposed budget published
- Informational memorandums on the governor's budget proposal to all constituent groups (Board of Trustees, academic senate, budget advisory committee, faculty union, classified unions); SMT meet to review proposed budget.
- Chancellor's budget advisory committee meets to review the governor's proposed budget and begins to develop budget assumptions.

February

**Berkeley City College, College of Alameda, Laney College, Merritt College:
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- Review colleges' actual FTES, review college/district expenditures for the first half of the fiscal year. Prepare estimate of spring/intercession FTES and expenditures.
- Chancellor approves targeted FTES to realize growth and over cap funding.
- Propose Board of Trustees' budget workshop (February or March).
- Colleges' budget priorities submitted to district office.
- District office begins preparation of preliminary budget allocation.

March

- Initial proposals submitted to Chancellor for the district budget.
- Budget proposals reviewed by budget advisory committee.
- Review status of budget development with the academic senate and faculty union. Academic senate submits recommendation on budget process.

April

- Discuss carry-over fund priorities and colleges submission of justification

May

- Governor presents May revise to budget (May 15).
- Draft tentative budget submitted to Chancellor

June

- Tentative budget submitted to Board of Trustees at last June meeting (California Code of Regulations, section 589305[a]).

July

- Legislature approves and governor signs state budget by Jul 1.
- California Community Colleges State Chancellor's budget workshop in Sacramento.
- Informational memorandums issued on proposed budget revenues to all constituent groups (Board of Trustees, academic senates, faculty union, and classified unions).
- Colleges meet with academic senates, faculty union, and classified unions on budget priorities.
- Colleges' revised budget priorities submitted to Chancellor.
- Approved tentative budget input into financial accounting system

August

- Preliminary adopted budget available August 15 for Chancellor's review.
- Compliance with Title 5, section 58301 assured by publishing dates, time and locations where the public can review proposed adopted budget (budget must be available at least three days prior to public hearing).
- Adopted budget available for public review at the district office, each college library, and the offices of each college president.

September

- Board of Trustees holds public hearing and final budget is presented for approval (on or before September 15) [California Code of Regulations, section 58305 (c)].
- Completed annual financial report and adopted budget to be submitted by September 30th to the State Chancellor's Office, with a copy filed with the County of Alameda Office of Education [California Code of Regulations, section 58035 (d)].

In following this budget development calendar, it is further proposed first to provide each college with a base budget which would include funding for fixed costs and funding determined necessary to meet FTES goals for the academic year. This funding would be available by July 1. If the state Chancellor's office in any given fiscal year makes cuts in funding or provides additional funding, this could affect the base budget. Second, beyond providing a base budget for each college, the proposal is to determine annually the availability of discretionary monies that could be divided among the colleges. The distribution of these discretionary funds would be based on priorities set in the educational master plans (e.g., faculty positions, classified positions, funds for new program start up) and determined through a review process wherein the districtwide educational master planning committee and the district budget advisory committee would make recommendations to the Strategic Management Team with a final decision by the Chancellor on the allocation of the discretionary funds.

The visiting team can obtain additional information and updates from the vice Chancellor of finance and administrative services at the time of the site visit. [Document File #8 for this section]

IX. Strategic Management Team

As noted before, a Strategic Management Team (SMT) was created in September 2006. Since that time the SMT has met regularly with a specific focus on strategic and integrated planning, as well as a focus on redefining the district as a "culture of collaboration" among the colleges and between the colleges and the district office. Minutes and agendas which evidence the work of the committee are available for review.

In their review of the work of the various planning groups, the Strategic Management Team set eight short-term objectives gleaned from the reports of the planning groups. These objectives are to be evaluated in February 2008, and results can be reported to the visiting teams when they come to the colleges and district in April 2008.

The short-term institutional objectives are as follows:

Strategic Goal A: Advance Student Access and Success

- (1) Achieve productive student enrollment growth
- (2) Ensure Student Success
- (3) Complete a successful accreditation self-study

Strategic Goal B: Engage Our Communities and Partners

- (4) Assess effectiveness of existing community/partner engagements

Strategic Goal C: Build Programs of Distinction

- (5) Complete the districtwide educational master plan
- (6) Complete the districtwide facilities master plan

Strategic Goal D: Create Collaboration and Innovation

- (7) Complete program/ unit reviews and unit plans

Strategic Goal E: Ensure Financial Health

- (8) Address health and safety issues regarding facilities

In order to provide additional input to the SMT, a “listening session” was conducted at each college in December 2007. These sessions were chaired by the Chancellor and the purpose of the sessions was as follows:

- Communicate strategic plan, vision, goals, assumptions, implementation, and progress;
- Understand people’s concerns and hopes;
- Increase engagement in strategic planning and explain the roles of SMT and SPPAC;
- Demonstrate connection between college educational master plans and the districtwide educational master plan;
- Communicate PASSPORT Student Administrative system implementation; and
- Encourage change agents/leaders at the colleges. (Strategic Goal D, Objective 5)

The Strategic Management Team, chaired by the Chancellor, continues to provide leadership and accountability for the strategic planning process, plan implementation and evaluation.

It should be noted that during this time period, the Strategic Planning and Policy Advisory Committee (SPPAC) continued to meet regularly. SPPAC reviewed long-term and short-term planning goals as well as the proposed revisions to the strategic planning document. [Document File #9 for this section]

**X. Plan of Action/Implementation Matrix – 2007-2008
Framework for Long-term Institutional Objectives**

From the various planning steps narrated above, the four colleges and the district office have created a Plan of Action/Implementation Matrix for the 2007-2008 academic year. This Plan of Action documents all major actions the Peralta Community College District will do to implement the strategic plan, and it serves as a tool to track implementation. In standard planning format, the action steps are correlated with the five strategic objectives, designate a responsible party or parties, and specify a date for completion. The plan will be reviewed and assessed at the end of the academic year to determine the outcomes. This assessment, as well as ongoing planning, will lead to the development of a 2008-2009 Plan of Action. The Plan of Action/Implementation Matrix is available for review.

In addition to the Plan of Action, the Strategic Management Team and the Strategic Planning Manager have developed a Framework for Long-term Institutional Objectives. This framework is also available for review. Some of the areas the framework addresses are as follows: long-term FTES goals with annual benchmarks (Strategic Goal A, Objectives 1, 3, 6, and 8); long-term retention and persistence targets with annual benchmarks (Strategic Goal A, Objective 2); long-term goals for student learning outcomes, assessment, and evaluation (Strategic Goal A, Objectives 4 and 5); and creation of a fund for innovation (Strategic Goal D, Objective 6).

These various plans for action have been reviewed and agreed to by the Strategic Planning and Policy Advisory Committee (SPPAC). Further, SPPAC was actively involved in modifications to the integrated strategic plan that were made during the fall semester 2007. [Document File #10 for this section]

XI. Board Workshop: November 27, 2007

As part of the ongoing integrated strategic planning process, there have been regular reviews with the Board of Trustees regarding the strategic planning process. In July 2005 the board identified initial issues and priorities to be addressed in the strategic planning process. In September and October of 2006, the board reviewed and approved the Strategic Plan Framework. In November 2006, the board reviewed the draft strategic plan. And in April 2007, the board was updated on the progress with the strategic plan and implementation.

On November 27, 2007, a board workshop was conducted with the Board of Trustees to continue to update them on strategic planning and the implementation of the plan. During the course of the workshop, the board reviewed evidence of the integration and implementation; provided their concurrence on the progress to date, the process, and the preliminary findings; approved several proposed revisions to the plan; and approved the framework for the long-term institutional objectives.

The board was updated on the status of the updated college educational master plans and the Districtwide Educational Master Plan; was provided in-depth information from Chuck McIntyre on the environmental scan data findings; was given an update on the development of a facilities master plan and the facilities improvement initiative; and was given a budget development calendar which will provide ongoing integration of planning and budgeting.

In its review of the strategic plan and the strategic goals and objectives, the board updated its commitment to board development (Strategic Goal D, Objective 4) and adopted the following:

In addition to representing the voters of the service area regarding general oversight of the finances and operations of the Peralta colleges, and the development, maintenance and implementation of districtwide policy the trustees will: (a) participate in professional workshops to improve Board understanding of major issues confronting Community Colleges throughout California and the nation, (b) visit other Community Colleges to gain insight into practices that can be imported to The Peralta Colleges, (c) work with Congressional and legislative representatives and Federal and state agencies to seek funds and support for specific initiatives of the Peralta colleges, and (d) pursue development of more efficient and effective management control and information systems to improve upon the board's oversight role.

The board workshop was part of the ongoing effort to keep the board informed, to ensure their proper oversight of strategic planning, and to ensure that all necessary policies are in place to address strategic planning and the implementation and evaluation of the planning processes and outcomes. [Document File #11 for this section]

XII. Summary

The Peralta Community College District is implementing an evidence-based, integrated, and collaborative process that addresses the specifics of the accreditation recommendation. As has been documented in the various progress reports submitted to the Accrediting Commission, Peralta is implementing an integrated planning and resource allocation process that brings together the four colleges and the district office and integrates education, technology, human resources, facilities, and fiscal resources.

The Peralta Community College District has developed a districtwide strategic plan with the vision of the four colleges and the central services of the district office planning in collaboration to meet the current and future needs of students and community.

The Strategic Planning and Policy Advisory Committee (SPPAC) continues to track policy and strategic planning and meets on a monthly basis. SPPAC is the districtwide shared governance body that monitors and implements the strategic plan and conducts plan updates.

The Strategic Management Team (SMT) leads the collaborative effort to implement the strategic plan. The SMT brings together the four college presidents, the three vice Chancellors, and the Chancellor to collaboratively champion the plan. The SMT has set short-term and long-term goals for the district. The SMT ensures that facilities planning, technology planning, human resource planning, and fiscal planning are based on educational needs and address the needs of the community.

**Berkeley City College, College of Alameda, Laney College, Merritt College:
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The four colleges and the central services of the district office completed program reviews or unit-based reviews. The college reviews examined student success, enrollment, community needs, student learning outcomes, and curriculum and support services. The program reviews and the unit/program plans have served as the foundation for the College Educational Master Plans and the Districtwide Educational Master Plan.

In Spring 2007, the Committee for Strategic Educational Planning (CSEP) conducted long-range educational planning in a shared framework across the colleges. CSEP was composed of the four college academic senate presidents, the four vice presidents of instruction, and the vice Chancellor of educational services. CSEP developed a curriculum/program evaluation process which was incorporated into unit/program planning and determined whether to “grow” a program, “maintain” a program, or “watch/revitalize” a program.

Unit planning and the College and Districtwide Educational Master Plans reviewed and will continue to review environmental scan data of student, demographic, and labor market information to identify areas for future growth. The environmental scanning has included the work of Computer Aided Planning, the Oakland Chamber of Commerce McKenzie Report, Accountability Reporting for Community College data, and the Community College Survey of Student Engagement at College of Alameda and Laney College.

The Districtwide Educational Master Plan, overseen by the Districtwide Educational Master Planning Committee, documents college agreements and processes for ongoing planning and implementation of the plans. The college educational master plans served as the basis for the districtwide educational master plan and bring together the college program reviews and unit planning. Further the plans respond to the environmental scan data so that planning addresses community needs rather than addressing perceived needs. The college educational master plans also identify needs in human resources, facilities, technology, and funding.

The educational master plans are now the foundation for human resource planning and technology planning, and will drive the long-term facilities master plan to be finalized in Spring 2008. These plans will serve as the basis for fiscal decision making.

Throughout this process, and in keeping with the 2002 accreditation standards, each college has continued to focus on student learning outcomes and assessment. The move from focusing on teaching to focusing on learning was a guiding principle in the program reviews and a guiding principle in districtwide planning.

All planning efforts to date were reviewed by the Board of Trustees at a November 27, 2007, workshop. The board continues to take its policy role and review role seriously. The board workshop also was one of many ways to give public attention to the ongoing planning processes in the Peralta Community College District.

DISTRICTWIDE ACTION PLAN

The district, comprises the four colleges and the district office, will continue the planning process with specific focus on the college educational master plans, the districtwide educational master plan, the completion of a long-term facilities master plan that incorporates necessary technology, and follow through on budget development through a calendared process that is regularly reviewed by the Strategic Management Team.

COLLEGE RESPONSE

Throughout the time period of this progress report, Laney College administrators and faculty have been actively involved in implementing the districtwide strategic plan, which was developed consistent with the ACCJC's 2003 recommendation. Laney wholeheartedly supports this direction as it ensures a systematic integration of the educational, fiscal, physical, and human resource needs of the college and the district are central priorities reflected in the planning and operational actions of the district and college in order to strengthen Laney's capacity to meet its mission.

Laney administrators, faculty, and classified staff have carried out a diverse and sustained range of tasks as part of the districtwide and college planning processes, as described in the previous section. Specifically, Laney has:

- Developed the program review template for districtwide use. As part of this effort, Laney ensured 100% completion of program reviews by Spring 2007;
- Helped to develop and fully complete the CSEP and unit planning process;
- Helped to develop a shared framework for updating the college education master plan. All colleges are on schedule to complete these plans this Spring 2008;
- Assisted in the development of an updated districtwide educational master plan;
- Helped to develop the budget planning process responsive to the mission priorities of each college;
- Participated in budget planning, facilities planning, technology planning, and human resources planning processes;
- Represented the college and the district on the Districtwide Strategic Planning and Policy Advisory Committee and the Districtwide Educational Master Planning Committee.

Laney College presidents have played key leadership roles, initially in the formation and later in the work of the Strategic Management Team. The Laney team has engaged in many other leadership roles in collaboration with its partners from throughout the district, particularly colleagues from the sister colleges and leaders from each of the district centers. In increasing ways, we are engaging more community partners in these strategic planning processes such as

the Measure A facilities oversight committee, city-wide basic skills discussions, mini conferences with educational leaders of school districts and universities, and discussion forums with economic, workforce development, and community-based organizations.

At the center of all of these efforts are the district Chancellor and the Board of Trustees. In their strategic roles, they have championed the charge to implement the plan with results and clear methods to ensure accountability and effectiveness. Also, they are strategic partners, promoting through diverse means (i.e., newsletters, email communiqués, retreats, discussion forums, community meetings) direct engagement in planning processes as central to the institution's operational framework and common currency rather than as a short-term, time-bound series of tasks. As such, the collective efforts of college and district administrators and faculty, led by the Chancellor and the Board of Trustees, have developed institutional outcomes with criteria for evaluation on a periodic basis. Those evaluation criteria demonstrate the integration of the college educational master plans and program reviews.

This district (and college) focus on results has contributed to improvements at Laney College, at sister colleges in the district, and the district office. The improvements at Laney include additional resource allocations to meet the need for more contract faculty, full-time classified staff, and facilities renovations, improved facilities, more direct instructional and learning support services for students, and a significant increase in student enrollment.

Given the new strategic directions of the district, which focus on supporting the overarching missions of each college, Laney expects continued and reasonable levels of support to sustain its improvement efforts. It is understood that much more is required districtwide: Even so, given the results to date, Laney stakeholders are optimistic about both the continued implementation of the strategic planning process and its positive effect on the long-term health of the district and its colleges. Laney administrators, faculty, and classified staff shall continue to work in deliberate, diligent ways with its district colleagues to strengthen the district and college planning processes for the purpose of meeting the educational needs of current and future students efficiently and effectively.

DOCUMENTS

Document File #1: Districtwide Program Reviews

- Peralta Community College District Accelerated Instructional Program Review Handbook (Spring 2007)
- Student Services Categorical Program Review Handbook, California Community Colleges Student Services and Special Programs Division
- Peralta Community College District Student Services Program Review template
- District Service Center Unit Review and Planning Handbook (August 2007)
- District Service Center User Survey (2007)
- District Service Center Unit Review: Executive Summary (November 2007)

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- Purchasing Procedures Document, including revised Board Policy 6.31, Procurement of Supplies, Equipment, Construction Repairs and Maintenance Services (1/15/08)

Document File #2: Utilization of CSEP Procedures and Development of Unit/Program Plans

- Committee for Strategic Educational Planning documents (2/27, 3/2, 3/8, 3/23, 3/27, 5/1, 5/2, 2007)
- Peralta Community College District CSEP Program Evaluation Process and data sample (May 22, 2007)
- Board Policy 5.11: Review of Policy for Instructional Programs
- PCCD Staff Development Flex Day Agenda: Educational Master Planning (August 20, 2007)
- Educational Master Planning Process: An Update (Flex Day PowerPoint Presentation, August 20, 2007)
- Peralta Community College District Flex Day: CSEP Fish Bowl Activity (August 20, 2007)
- Instructional Unit Plan Template
- Student Services Unit Plan Template

Document File #3: Creation of updates College Educational Master Plans

- Educational Master Planning Process Map (June 25, 2007)
- Common Educational Master Plan Template
- Strategic Planning Update Newsletter (March 2007; Second Edition; October 2007)
- A "Family" of Plans Document
- Educational Planning Milestones (November 1, 2007)

Document File #4: Creation of a districtwide Educational Master Plan

- The Peralta Community College District Educational Master Plan: Frequently Asked Questions (September 24, 2007)
- Districtwide Educational Master Planning Committee: Mission Statement (October 19, 2007)
- Educational Planning Milestones Map
- Educational Master Planning Committee documents (7/11, 8/28, 9/24, 10/18, 11/15, 12/17/2007)
- Access, Equity, Success: Peralta Community College District Educational Master Plan template
- Background Planning Papers (samples): High School Partnerships, Online Education, Student Learning Outcomes, Access, Enrollment Management, Basic Skills.
- Educational Master Planning Meeting/Vice Presidents of Instruction, January 18, 2008: Documents
- Districtwide Collaborative Strategic Planning Process Document

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- Educational Master Planning, minutes for the Vice Presidents of Instruction meeting, January 19, 2008
- Districtwide Educational Master Plan

Document File #5: External and Internal Environmental Scan

- Planning Assistance for Peralta Community College District: Project Outline. Computer-Aided Planning (June 2007)
- Planning Assistance for the Peralta Community College District: Project Summary. Computer-Aided Planning (June 19, 2007)
- Revised Proposal to Help Link Facilities to Educational Planning for Peralta Community College District. Computer-Aided Planning (September 2007)
- Taking Stock of Oakland's Economy. Oakland Metropolitan Chamber of Commerce (April 2007)
- Major Preliminary Findings from External Scan and Major Preliminary Findings from Internal Scan. Computer-Aided Planning (October, 2007)
- Planning Assistance Focus Groups Instruments: Discussions with Faculty, Community Focus Group Questions, Ethnographic Research on Students.
- Peralta Community College District Planning Assistance Preliminary Findings. Computer-Aided Planning. (September 2007; October 2007; November 2007)
- Peralta Community College District Planning Assistance: Scan of Conditions External to PCCD (Computer-Aided Planning: February 2008)
- Peralta Community College District Planning Assistance: Findings and Conclusions (Computer-Aided Planning: February 2008)
- Peralta Community College District Planning Assistance: Internal Scan – Evaluation of Conditions at PCCD Colleges (Computer-Aided Planning: February 2008)

Document File #6: Facilities Master Planning

- Peralta Community College District – Facilities Master Planning Process Map: July 2007-July 2008
- PCCD Road Map to the Future – Facilities Development: Understanding the Process (June 8, 2007)
- PCCD Road Map to the Future - Facilities Development: Measure A Allocations (July 17, 2007)
- PCCD Measure A Expenditures (August 31, 2007, and December 31, 2007)
- PCCD Facilities Improvement Initiative: Update. PowerPoint presentation for the Strategic Management Team (October 18, 2007)
- Road Map to the Future: Facilities Improvement Initiative Update. PowerPoint presentation for the Board of Trustees (November 27, 2007)
- PCCD Projects-Design/ Construction Status Report, December 2007: Capital Projects and Short-term Phase II Projects.

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- Memo from the Vice Chancellor of General Services to the Board Facilities Committee on the State of Projects (December 6, 2007)
- Report on the Parking Lot Repaving and Electrical/Lighting Replacement Project: Laney, COA, Merritt (December 7, 2007)
- Projects Design/Construction Status Report: Update (January 11, 2008)

Document File #7: Technology Planning

- Information Technology: Board Presentation.
- IT Measure A Plan: 2007-20017
- Document on Faculty Computer Needs
- PCCD Standards for HP Desktop and Laptop Computers
- PASSPORT Student Administration: Faculty Presentation
- PASSPORT Student Administration Project: College Leadership Council Town Hall Presentation
- People Soft Student Administration Project Organization: Functional Project Teams Presentation
- PASSPORT Business Readiness Teams (listing)
- Memo regarding the "Delivery and Distribution of Faculty Computers" (January 30, 2008)

Document File #8: Budget Planning and Integration: 2007-2008 and Beyond

- Peralta Community College District 2007-2008 Board Budget Workshop presentation (October 8, 2007)
- Presentation on Unrestricted General Funds
- Budget Advisory Committee Agendas (October 15 and November 19, 2007)
- Budget Development Calendar

Document File #9: Strategic Management Team

- Strategic Management Team Agendas and Minutes from March 29, 2007 through December 20, 2007.
- Memo from Chancellor Harris to SPPAC, April 5, 2007: Draft Strategic and Educational Planning Update in Connection with Accreditation
- Strategic Management Team Action Steps (Master List: June 7, 2007)
- Strategic Planning and Policy Advisory Committee Agendas and Minutes from March 26, 2007 through November 26, 2007
- SMT Listening Sessions Agenda (December 2007)
- SMT Listening Sessions PowerPoint Presentation (December 2007)
- SMT Action Steps (Master List) (February 6, 2008)

Document File #10: Plan of Action/ Implementation Matrix – 2007-2008
Framework for Long-term Institutional Objectives

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- Integrated Planning Schedule
- Framework for Long-term Institutional Objectives
- PCCD districtwide Strategic Plan: Plan of Action (Implementation Matrix) (November 14, 2007)
- Overview of First-Year Implementation Activities

Document File #11: Board Workshop: November 27, 2007

- Strategic Planning Update: Integration and Implementation – Special Board Workshop Agenda (November 27, 2007)
- Strategic Planning Update – Board of Trustees. PowerPoint Presentation (November 27, 2007)
- Data Scan Preliminary Findings: Board Presentation. Computer-Aided Planning (November 27, 2007)
- Toward A New Paradigm: Board Presentation (November 27, 2007)
- Updated Strategic Plan

Document File #12: College specific planning documents

- College Educational Master Plan
- Instructional and Student Services Program Reviews (Spring 2007)
- Instructional and Student Services Unit Plans (Fall 2007)
- Categorical Program Review document submitted to the State Chancellor's Office (March 2007)
- Equity Report and Plan (Spring 2008)
- Academic Program and Unit Plan Summary
- Student Services Program and Unit Plan Summary
- CSEP data report for Laney College
- Professional Development Day Overview of Laney College (August 21, 2007, January 2008, and March 2008)
- Laney College President's Retreat Materials (August, 2007)
- Laney College Budget and Planning Guidelines (draft)
- Agenda for BCC Distance Education Presentation (11/27/07)
- Faculty Prioritization Committee Recommendations and Sample Justification, 2007-2008
- Short-term facilities project list and Preliminary Schedule
- Laney College Distance Education Standards and Practices (draft document)

RESPONSE TO DISTRICT RECOMMENDATION TWO

District Recommendation 2 (Laney College Recommendation 8): The team recommends that the college(s) and district jointly address administrative turnover by filling interim and temporary positions as quickly as possible to provide administrative stability for the college(s). As part of its comprehensive planning process, the college(s) should develop short-term and long-term staffing goals. (2002 Standards III.A.1, III.A.2, III.A.26, III.D.1, IV.B. 1 .b)

District Response

The Peralta Community College District, as has been previously stated, is comprised of the district office and the four colleges. As in any large organization, administrative change happens and often in unexpected ways beyond the control of the district. Further, the California community colleges, in general, are facing a stark leadership gap which complicates the process of quickly filling administrative leadership positions with permanent hires. (Please refer to "ACCCA Reports," Association of California Community College Administrators, Summer 2007).

One step the Peralta Community College District has taken this academic year to address the "leadership gap" is the formulation of a "Grow Your Own" Leadership Succession Program aimed at providing leadership and operational skill development for promising future administrators. The program is a two-year program with participants from the four colleges and the district office.

In order to provide a sense of what the Peralta Community College District has had to confront in terms of administrative change, by way of context, it should be noted that the Vice President of Instruction at Berkeley City College died in December 2006; the Vice Chancellor of Educational Services (district office) died at the end of the Spring 2007 semester; the Vice President of Student Services at Merritt College made a decision to accept a position in Delaware and left at the end of the Spring 2007 semester; the Associate Vice Chancellor of Research, Planning and Development decided to return to his original position at the State Chancellor's Office; the Merritt College President retired in 2006; and the Berkeley City College President, at the end of the Spring 2007 semester, accepted a college president position at a larger California community college. Quite honestly there is no way an organization can anticipate such change and further this does not capture all vacant administrative positions that have occurred during the time period of this report, most of which now have been filled. It should even be reported that after a lengthy hiring process for the position of Vice President of Student Services at Laney College, the individual chosen for the position, and even approved by the Board of Trustees, declined the position when he discovered that he would not be eligible for lifetime medical benefits in the Peralta Community College District, benefits he received in his current position.

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In some instances, in an effort to provide stability and skilled administrators, positions have been filled on an interim basis with either retirees who were formerly successful administrators in the Peralta Community College District or administrators from other district colleges. Clearly an educational institution must continue to provide services to the community and to do so in a responsible manner; thus immediate interim appointments are necessary.

At the time of the writing of this report, the following is the status of administrative positions currently filled with interims and in the process of permanent hire:

- The College of Alameda (COA) has an interim director of Equal Opportunity Programs and Services (EOPS). The COA dean of student support services made a lateral move to Berkeley City College. When this dean moved, the COA administration made a decision to reorganize the administrative leadership for student services and after a deliberative process decided to create a director of EOPS, in compliance with Title 5, rather than replace the dean. The position is currently being filled with an interim, an individual from within the Peralta Community College District. This position will be advertised for permanent hire before the end of this academic year. A second director position is currently under consideration with a possible focus on enrollment management.
- Berkeley City College (BCC) during the time of this report permanently filled the administrative positions of college president, vice president of instruction, and instructional division dean. There are no administrative vacancies at this time.
- Laney College during the time of this report permanently filled three instructional division dean positions and the position of business manager. There is one administrative vacancy, vice president of student services, which is currently being filled by a retired vice president of student services. It is anticipated that this position will be permanently filled before the end of this academic year (2007-2008). At the end of the fall semester 2007, there will be an additional administrative opening. A dean of student support services has accepted a position at Chabot College. It is anticipated that the position will be announced for hire early in the spring semester 2008.
- Merritt College during the time of this report permanently filled the position of college president. There is one administrative vacancy, the vice president of student services, currently being filled by an interim appointee. It is anticipated that this position will be permanently filled before the end of this academic year (2007-2008).
- There are five administrative vacancies at the district office. Two of those positions are the vice Chancellor of educational services and the associate vice Chancellor of research, planning, and development. Both positions are in the same administrative unit and are being filled with an interim administrator who was originally at Merritt College. At the time of the

writing of this report district leadership is discussing whether to reconfigure the administrative positions in this unit, with the intent to post permanent positions in Spring 2008. The other three vacant positions are Assistant to the Chancellor, which will be filled by January 15, 2008; Director of Enterprise Services in the Information Technology unit, which was posted and closes January 17, 2007; and the Children's Centers Site Manager in Educational Services, which was posted and closes January 22, 2007.

Short-term and long-term staffing goals are being identified at the district office through the unit-review process and at the four colleges through the program/unit review process. The Strategic Management Team has committed to utilizing the annual updating of the unit/program plans as the basis for annual hiring decisions. Such decisions will go through a deliberative process and are subject to budgetary considerations. Position needs at the district office are regularly reviewed and existing vacant positions are filled as quickly as possible. New hires are subject to budget availability when the need for a permanent position has been determined.

College Response

As stated above, Laney College's management team is absent two permanent student services administrators, the vice president and dean for matriculation. Yet searches are in process to secure hire, and each is expected to be filled by June 2008. The administrative team has been strengthened over the last year with the permanent hire of three new instructional deans, namely the dean of fine and applied arts, communications, and physical education (summer 2007 hire), the dean of business, mathematics, and sciences (Spring 2007 hire), and the dean of community partnerships and workforce develop (January 2008 hire). As such, for the first time in over ten years, Laney has a full staff of permanent administrators within the instructional unit. To complement this team, Laney hired a permanent Administrative and Business Services Manager by Summer 2007, a position that held an interim for the preceding fiscal year.

The college continues to determine its need for permanent faculty positions based on program review and unit plans. Currently, Laney is carrying out searches for ten of the twenty-five faculty positions it deems necessary to support the strategic demands of the college. The identified faculty positions are prioritized based on data from the program reviews and unit plans and through the Laney Faculty Prioritization Committee's shared-governance process. The number of new or replacement positions annually allocated to the college is determined by the vice Chancellor of finance and administrative services based on his analysis of the budget's ability to support ongoing fixed salary expenses and benefits. This district office allocation process is reviewed by the Strategic Management Team. It should be noted that through the college planning process, twenty-five instructional faculty positions and three non-instructional positions were identified this year. On December 6, 2007, the SMT decided to allocate Laney College eight instructional faculty positions and two counseling faculty positions to be filled in Spring 2008, for Fall 2008 employment. Laney shall continue its annual faculty prioritization

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process to ensure that the needs previously identified remain relevant and receive the advocacy required.

As strategic priorities are further clarified in the areas of enrollment growth, basic skills, and in particular career technical fields, the need for additional classified staff is critical. Already, long-term shortages were very apparent as the use of hourly instructional aides, and other hourly classified staff was constrained by 2005. In response, District and college leadership paved the way to supporting Laney's hiring of eleven new permanent classified staff this academic year, 2007-2008. Instructional assistants in culinary arts, cosmetology, and the writing center; computer network technicians in computer information systems and technology center; and science lab technician for chemistry were among the hires. This group is twenty shy of the outstanding demand as reflected in the collegewide assessment of staffing needs. With increased requirement to strengthen the base human capital in instruction and student support services while addressing the outstanding administrative support needs of the college, the need for the following intensifies:

Table 1. New Classified Staff Positions Required at Laney College

Outstanding Issue(s)	Required Positions	Instruction	Student Services	Business Services
FTES; O	Program specialist, scheduling and curriculum development	1		
FTES; O	Staff assistant (special budget skills for multiple grant, million \$ projects)	2		
FTES; O	Secretary (PASSPORT, SLO, assessment)	1		
FTES; O; absent technology supports	Computer network technical support (computer lab support for 16 vocational education programs)	2		
O	Instructional assistant for theatre arts	1		
FTES	Instructional assistant for music	1		
Health/safety	Custodians (for new and existing facilities including the Calvin Simmons Theatre, Art Center, Beginner's Inn, One Stop Center)			3
Health/safety & FTES	Lifeguards	2		
FTES	Instructional assistant for photography	1		
FTES	Recruiter (underrepresented communities Latinos, Black males)		1	
FTES; O	Information technology specialist for the college (web, People Soft, etc.)	1		
Health/safety & FTES	Instructional assistant in wood technology	1		
O	Food services worker			1
O	Food service cashier			1
O	Clerical (identification cards, career center)		1	
O; no support for wkdays	Evening, weekend administrator			1

Legend: FTES, full time equivalent students demands; O, unsustainable overloading of existing staff

With continued leadership support from the Chancellor, the vice Chancellor of finance and administrative services, and the college president, the college shall secure needed positions based on the availability of funds.

Documents

File #13: Documents for District Recommendation 2

(District and college documents)

- ACCA Article, Summer 2007
- Executive Report on the Leadership Succession Program
- Board Policy and Procedures, 1.18: Management Hiring for Regular Academic and Non-Academic Administrators
- Board Policy and Procedures, 1.18b: Management Hiring for Interim Academic and Non-Academic Administrators
- First Leadership Succession Profile
- Job Descriptions of posted positions:
 - Vice President of Student Services/ Merritt College
 - Vice President of Student Services/ Laney College
 - Dean of Student Services (Matriculation)/Laney College
 - Children's Center Site Manager/ District Office
 - Director of Enterprise Services/ District Office
 - Vice Chancellor for Educational Services/ District Office
 - Associate Vice Chancellor of Student Services and Admission and Records/ District Office
 - Associate Vice Chancellor of Research and Institutional Development
- Job Descriptions of Laney College Faculty Positions:
 - Counselor, general
 - Counselor, articulation officer/transfer center coordinator
 - African American Studies Instructor
 - Business Instructor, office technologies
 - Cosmetology Instructor
 - Electricity/Industrial Controls Technology Instructor
 - English as a Second Language Instructor
 - Geography Instructor
 - Humanities Instructor
 - Mathematics (Basic Skills) Instructor
- Job Descriptions of Laney College Classified Positions:
 - Instructional Assistant, Culinary Arts (3)
 - Instructional Assistant, Cosmetology (1)
 - Instructional Assistant, Writing Center
 - Instructional Assistant, Dance
 - Instructional Assistant, Art
 - Computer Network Technician (3)

RESPONSE TO DISTRICT RECOMMENDATION THREE

District Recommendation 3 (Laney College Recommendation 10): The team recommends that the college(s) and district immediately explore and obtain acceptable short-term solutions to fill in the gap in information posed by the district's current fiscal computer infrastructure, (2002 Standards I.B, IV.B. 1, 2)

District Response

The June 30, 2005, annual financial audit report found that the administrative and financial accounting software system utilized by the Peralta Community College District was inadequate. The legacy system did not provide crossover analysis to either employee records within the Human Resources Department or to student records, Financial Aid, or Admissions and Records. The audit determined that in the event of a disaster, recovering financial and administrative data would be extremely difficult, if not impossible. The external auditors recommended that the district make obtaining and utilizing a fully integrated accounting software package the highest priority. In view of the recommendation from the external auditors, the district considered several options and selected PeopleSoft, a system that included a fully integrated accounting chart of accounts for all assets, liabilities, revenues, and expenditures of the District, a system that would be fully integrated with the Human Resources Department (local name, PROMT) and the Student Administration System (local name, PASSPORT) (Cf. PCCD June 30, 2005 Annual Financial Report).

Implementing PeopleSoft has presented the district with a series of challenges: (a) PeopleSoft failed to complete the installation before it was bought out by Oracle; (b) the district had to hire outside consultants in order to complete the installation; (c) the colleges are having difficulty tracking income and expenditures such as:

1. purchases
2. positions
3. open and inter-fund accounts
4. inter-fund transfers
5. intra-budget transfers and posting

The short-term solution is threefold: The colleges maintain a manual tracking system with spread sheets (Excel); the district office maintains the integrated system with PeopleSoft (which is not yet fully operational); and the district office and the colleges work on improved communications.

Currently, the college business officers and district office personnel meet bi-weekly to reconcile differences and to resolve issues regarding full implementation of the PeopleSoft system

(PROMT). It should be noted that not all of the problems being experienced are necessarily software related: communication and dialogue are essential. The district office is working diligently to find a long-term solution. An additional set of consultants has been meeting with human resources, finance, and the colleges to determine the specific issues and to make recommendations. These recommendations and a short-term proposal are forthcoming. The long-term solution involves communications between the various departments and the colleges.

College Response

With the new system in place, PeopleSoft PROMT financials, the college observes the opportunity to streamline more of its routine tasks with greater opportunities for accessing powerful information. Since Summer 2005, the college has had difficulty tracking various transactions due to a gap in this system. This gap has rendered it necessary for the college to create means to track expenditures manually. The college is working directly with district administrative and financial services to close this gap. It is clarifying the needs, recommending solutions, and providing other kinds of support to the district to ensure efficient and effective resolution of this problem.

Given the nature of the organizational infrastructure, each of the major units of the college is managing fiscal transactions at their levels to ensure proper use of the various fund sources. The college remains committed to preventing or minimizing deficit spending, in part, by comparing manually the college's records with those of the district office.

Documents

File #14: Documents for District Recommendation 3
(District and college documents)

- Peralta Community College District Annual Financial Report, June 30, 2005
- Meetings Notes from Solution Session with College Business Officers
- Delivery Address Issue Document
- Workflow Solution Document