



Progress Report

Submitted by

Berkeley City College
2050 Center Street
Berkeley, CA 94704



To

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

March 15, 2008

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Betty G. Inclan, Ph.D., President
Debbie Budd, Vice President of Instruction
And Accreditation Liaison Officer

Peralta Community College Board of Trustees
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Statement on Report Preparation

COLLEGE/DISTRICT PREPARATION:

On June 29, 2007, the Accrediting Commission for Community and Junior Colleges informed Berkeley City 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 I (Berkeley City College Recommendation 4): The team recommends that a district-wide 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 district-wide 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 (Berkeley City 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 (Berkeley City 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

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Recommendation 2. Mr. Tom Smith, Vice Chancellor of Finance and Administrative Services, 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 approved by 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.

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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Gary Perkins	Chief Information Officer
Dr. Sadiq Ikharo	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 Ikharo, 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

District-wide 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:

Berkeley City 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 the administrative positions of instructional division dean, vice president of instruction, and college president during the time period of this report. The college business office has worked 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:

Betty Inclan, Ph.D.
President
Berkeley City 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

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- May 15, 2007

District-wide 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

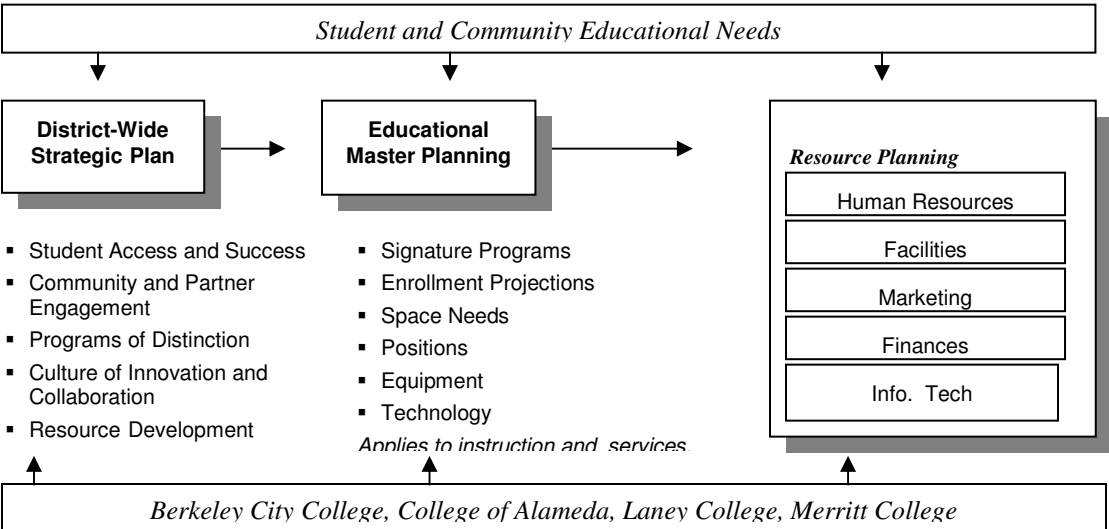
RESPONSE TO DISTRICT RECOMMENDATION ONE

District Recommendation I (Berkeley City College Recommendation 4): The team recommends that a district-wide 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 district-wide 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

Since 2003, the Peralta Community College District (PCCD), consisting of the College of Alameda, Laney College, Merritt College, and Berkeley City College, has recognized the importance of having a district-wide 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).

Peralta’s strategic plan and implementation process continue the forward momentum observed by the accreditation team during their last visit. The updated strategic plan, adopted by the board at a workshop on November 14, 2007, led to a district-wide educational master plan (and planning process) that in turn led to plans for fiscal, physical, and human resources planning, in the service of its overarching mission to students and the community, and at the same time outlines the implementation process. Colleges, in their parallel planning process, are involved in both planning and its implementation, through participation in the key planning committees.



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The district response that follows documents in chronological detail the progress that the Peralta Community College District has undertaken since the March 15, 2007 report. Included below is a “road map” that identifies where in the complete document the detail can be found that responds to the team’s recommendations.

Recommendation One: Road Map

Strategic integration of the education, financial, physical, and human resources of the District.

Peralta Community College District has established the Strategic Management Team (SMT) which meets twice a month; it brings together leadership of the district service centers (education, fiscal, general services), the chancellor, and the four college presidents. The SMT...“has responsibility for ensuring effective implementation and supporting collaboration across the colleges and service centers.” (section IX)

Two key examples of strategic integration include: 1) the development by the District-wide Educational Master Planning Committee of an integrated planning and budgeting calendar which was adopted by the Chief Finance Officer (section VIII); and 2) the connection of the District-wide Educational Master Plan and the Facilities Master Plan (section VI).

A planning process inclusive of the four colleges and the communities.

Planning that is inclusive of the district and the four colleges is evident in three new ongoing committees: the District-wide Educational Master Planning Committee; the Strategic Management Team; and the Strategic Planning and Policy Advisory Committee (SPPAC). (sections IV & IX) . The environmental scanning process included large scale data collection, focus groups within the community and among stakeholders, and extensive review of the local research reports. (section V)

Institutional outcomes with criterion for evaluation on a periodic basis.

Institutional outcomes were developed to reflect and measure progress toward meeting the Strategic Plan’s five strategic goals. These outcomes have been incorporated into the performance evaluation process for district and college managers; they have been presented and revised in the SMT and the SPPAC (section X).

Integration of educational master plan with program reviews

In order to complete a district-wide educational master plan, the colleges agreed to undertake a review of every program at each of the four colleges, using a process called “accelerated instructional program review.” By November 2007, two of the four colleges had completed 100% of their program reviews; the other two colleges completed unit reviews, a variant of the program review process. The program reviews and unit plans, along with plans developed by college student services units and others, were the basis for the College Educational Master Plans. These plans were then integrated the District-wide Educational Master Plan. (section I & II)

Chancellor assurance that plan and process are communicated throughout the district.

In addition to regular reports to the Board, the Chancellor and his staff have presented the Strategic Plan, the District-wide Educational Master Plan, and the integrated planning process during regular “listening sessions” that occurred at each college. (section IX).

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Introduction:

The district and the colleges recognize the value and fundamental importance of an ongoing, comprehensive, and strategic planning process, which 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 district-wide 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 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 educational quality to students and ensuring their 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” which 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 district-wide educational master planning process that integrates the district-wide strategic plan with a consistent and comprehensive review of all instructional disciplines and/or departments which 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 district-wide 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

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reports have been provided for use in planning, with summative 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 district-wide 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 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 with 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. District-wide 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 District-wide Educational Master Plan
- V. External and Internal Environmental Scan

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- VI. Facilities Master Planning
- VII. Technology Planning
- VIII. Budget Planning, and Integration: 2007-2008 and Beyond
- 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

DISTRICT-WIDE PLANNING PROCESSES AND ACTIONS

I. District-wide 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 district-wide 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 instructional program review on a six-year basis, the new format is designed with the proposal of conducting program review every three years, or every two when required by Ed. Code, 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. Annual unit plans will inform program review (see the next section regarding unit planning.)

According to the plan, most instructional program reviews district-wide 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.

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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, which 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 PCCCD 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: childrens' centers, workforce & 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 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 address 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 “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, district-wide 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 the program evaluation process 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.

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In fall semester 2007, each instructional and non-instructional program completed a unit plan in preparation for formulating an updated 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 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" which 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 District-wide Educational Master Plan

Throughout the various steps in the planning processes, there have been regular and ongoing meetings of the various district-wide planning groups. Throughout the planning process, it was determined that the district-wide educational master plan should focus on areas of planning that the four colleges had in common and thus present district-wide planning objectives/ goals. Even before the completion of the college educational master plans, the discussion at the various district-wide planning meetings (such as meetings of the District-wide Educational Master Planning Committee and meetings of the vice presidents of instruction) was so in depth 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 (9) specific areas have been targeted as needing to be included in the district-wide educational master plan and incorporated with the five strategic planning objectives as articulated in the District-wide Strategic Plan. The nine (9) 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 “district-wide priorities and action initiatives” in the district-wide 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 district-wide educational master plan, these areas of action are referenced in looking at students in three (3) 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 district-wide collaboration and will require ongoing annual planning to address them adequately. This first draft of a district-wide educational master plan has demonstrated the willingness to move from a “culture of competition” to a “culture of collaboration.”

The District-wide 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: on-campus, face-to-face; partnerships; distance learning; and in what kinds of 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?

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- How should PCCD be organized: as a four-college district (at present), 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 District-wide 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 submitted to ACCJC, 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

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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 (WLC) 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 district-wide facilities advisory committee and various stakeholder groups for review. On the district-wide facilities advisory committee, the district office and the colleges collaborate to address district-wide 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.

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Hard copies will be published for distribution throughout the district for review by all stakeholders.

Upon completion of the site assessments, a district-wide infrastructure and utility plan will be developed. This work will be done in concert with the development of a district-wide 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 district-wide. 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 district-wide 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.

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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 educational 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 which will standardize construction protocols and projects, including contract management and administration, reporting, emergency responses,

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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; district-wide 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.

District-wide 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

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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 student enrollment to instructors submitting grades online. 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 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 Planning and Integration: 2007-2008 and Beyond

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)

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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.
- 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, i.e., 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.

In looking beyond the 2007-2008 fiscal year, the following planning and budgeting integration calendar based on the work of the District-wide Educational Master Planning Committee is being proposed to the District-wide Budget Advisory Committee for review and approval. This process integrates district-wide educational and budget planning and encompasses education, facilities, staffing, IT, marketing, and is inclusive of the four colleges and the communities served by the district.

RESEARCH PHASE

May/June

- Vice Chancellor, Educational Services oversees development of the *Annual Planning Budgeting Framework*, which has the following purposes: highlight emerging educational trends; assess effectiveness of prior strategic, educational and service

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center unit planning initiatives; document trends and issues regarding retention, persistence, basic skills improvement, degrees/certificates, transfer and productivity; review demographic and labor market trends; and preliminary budget forecast.

August

- Chancellor and Vice Chancellor, Education, provide overview of major planning and budgeting issues at Fall convocation.

DISTRICT-WIDE AND COLLEGE PLANNING

September

- District Wide Education Master Plan Committee (DWEMPC) meets to review *Annual Planning Budgeting Framework* and develop planning and budgeting guidelines and methodologies. The Committee will develop agreements between the colleges in areas requiring coordination.
- College Councils and/or educational committees review status of prior educational master plans, program reviews, and unit plans and identify preliminary areas of focus for future planning.
- District service centers review status of prior institutional reviews and unit plans and identify preliminary areas of focus for future planning.

October

- College Councils (or educational committees) and District service centers review district wide planning and budget guidelines and modify/adapt to fit circumstances. College VP's and District Vice Chancellors prepare templates to update existing accelerated program review/unit planning and distribute to instructional, student service and administrative programs.
- Units update their accelerated program reviews/unit plans and including updates to grow/maintain/watch action plans. These include program and service initiatives, and resource requests (faculty, staffing, professional development, equipment, facilities)

November

- College budget committees and review recommendations from the college community, including faculty and staff hires, and statutory cost increases based on Educational Master Plan priorities.
- DWEMPC reviews compiled college and service center requests to identify any areas of potential collaboration or overlap between colleges, or between colleges and service centers. DWEMPC recommends solutions.
- SMT reviews DWEMPC recommendation

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BUDGET DEVELOPMENT PHASE

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

- 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.
- Review status of budget development with the academic senate and faculty union. Academic senate submits recommendation on budget process.

April

- Budget proposals reviewed by budget advisory committee.

May

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

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- 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.
- Comply with Title 5, section 58301 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 process 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 and productivity goals for the academic year. This funding would be available by July 1st. 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 (i.e., faculty positions, classified positions, funds for new program start up) and determined through a review process wherein the district-wide 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

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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 (8) 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 March or April 2008.

The short-term institutional objectives are as follows:

Strategic Goal A: Advance Student Access, Success, and Equity

- (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 district-wide educational master plan
- (6) Complete the district-wide 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 district-wide 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, 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

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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 district-wide 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 district-wide 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 assure 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

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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 district-wide 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 district-wide shared governance body that monitors the strategic plan and implementation of the 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.

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 district-wide 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 district-wide 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 district-wide educational master plan, overseen by the District-wide 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

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district-wide 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 human resource needs, facilities, technology, and fiscal needs.

The educational master plans are now the foundation for human resource planning, 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 district-wide planning.

All planning efforts to date were reviewed by the board of trustees at a November 27, 2007 workshop. The board continues to take their 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.

Finally, the development of a planning and budgeting integration calendar (pp. 25-28) will close the loop and set up a transparent process for the integration of planning and budgeting.

DISTRICT-WIDE ACTION PLAN

The district, comprised of the four colleges and the district office, will continue the planning process with specific focus on the college educational master plans, the district-wide 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, Berkeley City College administrators, faculty, and staff have been actively involved in the various district-wide and college planning processes as noted above: program review; CSEP and unit/program planning; development of an updated college educational master plan; assisted in the development of an updated district-wide educational master plan; participated in budget planning, facilities planning, and human resources planning processes; as well as the college presidents' leadership role (the permanent president [who left in July 2007] and the interim president [who left at the end of December 2007]) in the Strategic Management Team, and college representation at Strategic Planning and Policy Advisory meetings and the District-wide Educational Master Planning Committee meetings. As has always been true at Vista Community College/ Berkeley City College,

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administration, faculty, and classified staff regularly go above and beyond what is expected. Further, with the new building and the welcoming environment, students and student government have increased their involvement in the college and are actively seeking ways to increase the voice of students in the college planning processes.

In keeping with a district-wide planning decision in spring 2007, all Berkeley City College instructional department chairs completed the updated instructional program review process. With the move to an integrated and strategic planning and budget process, instructional department chairs readily understood that program review and program/unit plans would become the basis for decision making and resource allocation. (Strategic Goal C, Objective 4) Further, as noted in the district response, student service categorical programs completed detailed program review/ self-analyses which were presented to the State Chancellor's Office of California Community Colleges. These program reviews provided updated information for the program/unit plans developed in fall 2007. (Strategic Goal A, Objective 7)

A key component of the updated instructional program review process and the student services categorical program reviews is the focus on student learning outcomes and assessment of those outcomes. (Strategic Goal A, Objective 4) The combination of this program review element and the student learning outcomes report filed with ACCJC in spring 2007 provided ongoing impetus in the area of student learning outcomes and a primary focus on "learning" and how "teaching" leads to learning.

The college's SLO/Assessment Committee has worked for several years, has established institutional or general education outcomes, and is looking at "e-portfolios" as a method of institutional assessment. In 2007, the program review process and the ACCJC report prompted the college president to give a faculty member 50% release time to serve as SLO/ Assessment Coordinator. The coordinator has energized the process through meeting individually with department chairs and full-time faculty to establish course and program student learning outcomes and to focus on determining the method of assessing those outcomes. In many instances, especially in career/technical programs, the coordinator has assisted instructional faculty in documenting the outcomes that simply needed to be articulated in writing. Further, all new courses and programs being considered by the college curriculum committee must include student learning outcomes and initial recommendations for assessment. In terms of process, student learning outcomes for new courses and programs are reviewed and signed off by the SLO coordinator and the student learning outcomes/assessment committee prior to curriculum committee review. Thus in unit/ program planning, student learning outcomes have become a central element. In addition, it should be noted that the SLO/Assessment Coordinator is working closely with student services units to finalize SLOs and the methods to assess those SLOs.

Instructional program reviews and unit/ program plans, in many ways, have focused on planning associated with being in a permanent facility and the long-term goal of growing the college and focusing on "programs of distinction" for transfer students, career/technical students, and

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students requiring basic skills development. (Strategic Goal C, Objectives 1, 2, and 3) As a point of reference, student enrollment increased 18% in fall 2006, an additional 18% in fall 2007, and an additional 30% in spring 2008 (as of January 15, 2008). Some major areas that have emerged from instructional program planning are as follows:

- continue to address basic skills education and engage in the state Basic Skills Initiative self-assessment, as well as explore the Digital Bridge Academy model (Cabrillo College) (Strategic Goal C, Objective 3);
- find and apply for grants that support practices for improving retention and success (Strategic Goal A, Objective 2);
- grow transfer education and build partnerships with UC Berkeley and CSU East Bay (Strategic Goal C, Objective 2; Strategic Goal B, Objective 3);
- expand community outreach and classes offered in the community with a faculty member serving as outreach coordinator (Strategic Goal B, Objective 1);
- develop distance education opportunities through the assistance of a faculty distance education coordinator and in this process address academic rigor, academic integrity, method of assignment of faculty to teach distance education, technology infrastructure needed to provide quality courses, as well as the method of providing support services to assist students enrolled in distance education (Strategic Goal A, Objective 3);
- continue to create community partnerships in career/ technical education and ESL and develop programs and curriculum necessary to those partnerships (Strategic Goal B, Objectives 2, 3);
- develop extracurricular opportunities for students, such as a speakers forum, to provide educational opportunities beyond the classroom (Strategic Goal A, Objective 4);
- develop a “fund for innovation” to provide incentive for faculty interested in developing new college programs and services (Strategic Goal A, Objective 5); and
- complete articulation of SLOs and develop valid and diverse methods for assessing achievement of SLOs. (Strategic Goal A, Objective 4)

The complete action plan for instructional programs can be found in the “Academic Program Review Summary” which is incorporated into the college educational master plan.

Student Services unit planning likewise has generated some specific areas of focus. Some of those areas are as follows:

- continue to address student learning outcomes at the program or unit level and continue developing appropriate methods of assessment with a goal of supporting student persistence and success (Strategic Goal A, Objective 4);
- continue to work with the office of instruction in providing a full program of service for basic skills students and to be fully engaged in the self-assessment process for the Basic Skills Initiative (Strategic Goal C, Objective 3);
- continue to implement the SARS system in working with students, with calling, planning, and tracking functions (Strategic Goal A, Objectives 1, 2, and 7);

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- address the student service support needs for distance education in order to provide full services to students enrolled in distance education courses (Strategic Goal A, Objective 3 and Strategic Goal A, Objective 6);
- focus on additional options that will aid a student's ability to transfer (i.e., cross enrollment, concurrent enrollment, mentoring by students who have transferred, etc.) (Strategic Goal B, Objective 3); and
- orient and integrate faculty and staff as to the goals and methods of student services departments, especially focusing on creating collaboration throughout the college in support of student persistence, retention, and success (Strategic Goal A, Objective 2, 5, and 7; Strategic Goal D, Objective 5).

The complete action plan for student services can be found in the "Student Services Unit Plan Summary" which is incorporated into the college educational master plan.

The program/unit plans provided the data for the college educational master plan. Such planning will work to address the needs of current students (in reach) and community needs not currently being met in the various segments of the community (outreach). The action plan of the college educational master plan will serve as an implementation guide and will be the basis for institutional assessment of planning and the priorities which have emerged from planning.

The college has been in the new/ permanent facility for a year and a half. As might be expected, various short-term facilities needs have been identified in the planning process. These needs currently are being addressed through the use of \$1.3 million in Measure A funds provided by the district. A representative from Bovis Lend Lease is assisting the college in this process of short-term facilities upgrades. In addition, given the faster than anticipated growth of the college, the college is addressing the "build out" of the unfinished space on the third and fourth floors and reconfiguration of classroom space on the fifth floor to accommodate additional science labs, all of which is mentioned throughout the various program reviews. Measure A funds will be allocated for this project which is part of the larger facilities planning efforts of the district. With the build out of the unfinished space, technology needs will be integrated into the planning; again those needs emerge from the program review and program/unit planning processes. (Strategic Goal D, Objective 3, 7) Planning to date recommends a reconfiguration of classroom space on the fifth floor to house additional science labs which are necessary to offer a more comprehensive science program. In terms of the fourth floor build out, there is need for additional art studios; four large classrooms that can seat 50 students and have moveable walls; a tired classroom that can seat 100-120 students for film classes, forensic debates, presentations, dramatics, etc.; possibly a Multimedia Arts video production studio; and an additional computer lab. On the third floor, current needs include space for a PACE office, an EOPS/CalWorks office, an IT office, additional faculty offices, and a distance education and faculty resource room.

It is clear that the growth of Berkeley City College is receiving positive attention from the chancellor and the three district vice chancellors. Additional funds are being allocated for

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scheduling of classes and additional permanent classified staff positions, as well as permanent full-time faculty positions (see below District Recommendation 2; Berkeley City College Recommendation 8 for details on classified and faculty hiring); and Measure A funds have been designated for short-term and long-term facilities and technology plans.

The amount of energy and effort that many in the college community are providing to meet the mission, vision, and values of the college is evident from the collaborative planning and the response to the unanticipated rate of growth in the student population. As Berkeley City College is growing, the growth is fostering change. Because Berkeley City College is now larger than College of Alameda and nearly the size of Merritt College, decision making structures must be reassessed. A new governance method of determining and prioritizing need faculty and staff positions, allocation of fiscal resources (i.e., one-time monies, instructional equipment and supply monies, VTEA funds, etc.), and prioritization of technology purchases is now being finalized.

One initiative currently being finalized is the establishment of a “College Roundtable” that will be comprised of administrators, faculty, staff, and students and will focus on the strategic goals of the district and the college. Other changes are inevitable as the college continues to grow. The college community seems determined to meet the challenge. At an initial College Roundtable meeting, it was agreed that the College Roundtable will seek college-wide input on planning and budget based on planning; link planning documents to district missions and goals, strategic plans, and accreditation standards to inform budget decisions; assess college needs to ensure systematic development of policies and procedures; review current and projected programs to develop a framework delineating needed resources; and prioritize resource allocation based on recommendations which are informed by defined criteria and outcomes.

As can be seen, since the time of the last progress report in March 2007, Berkeley City College has been actively involved in all aspects of planning necessary for planning integration at the district-level and the college-level. The results of the planning are most readily seen in the growth in student enrollment, especially the increase in full-time students, and student response to the ongoing planning efforts to provide students with a quality education in and outside the classroom. As the college continues working on the accreditation self-study for a visit in spring 2009, Berkeley City College will continue to work diligently in all aspects of district and college planning with the sole purpose of meeting the educational needs of current and future students.

DOCUMENTS

Document File #1: District-wide 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)
- 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 updated 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 district-wide Educational Master Plan

- The Peralta Community College District Educational Master Plan: Frequently Asked Questions (September 24, 2007)
- District-wide Educational Master Planning Committee: Mission Statement (October 19, 2007)

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- 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
- District-wide Collaborative Strategic Planning Process Document
- Educational Master Planning, minutes for the Vice Presidents' of Instruction meeting, January 19, 2008
- District-wide 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)

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- 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.
- 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 formulation: 2007-2008

- 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

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- 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

- Integrated Planning Schedule
- Framework for Long-term Institutional Objectives
- PCCD district-wide 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
- Samples of Program Reviews
- Samples of Unit Plans
- Categorical Program Review document submitted to the State Chancellor's Office (March 2007)
- Equity Report and Plan (Spring 2007)
- Academic Program and Unit Plan Summary
- Student Services Program and Unit Plan Summary
- CSEP data report for BCC
- Professional Development Day Overview of BCC (August 21, 2007)
- Department Chairs Retreat Materials (October 24, 2007) [includes presentation on Student Learning Outcomes]
- Proposed BCC Collaboration with UC Berkeley (11/29/07)
- List of BCC Outreach Activities (December 2007)
- Agenda for BCC Distance Education Presentation (11/27/07)

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- Student Assessment: “Are Distance Education Courses for You?”
- Faculty position prioritization list for 2007-2008 and sample justification memos
- Short-term facilities project list
- Initial list of needs for building out the third and fourth floor
- Build Out/Tenant Improvement: January 15, 2008 notes
- College Roundtable for Planning and Budget Guidelines (draft)

RESPONSE TO DISTRICT RECOMMENDATION TWO

District Recommendation 2 (Berkeley City 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. For many years, the Peralta Community College District has been viewed as a “training ground” for administrators whose professional goal includes promotion to a presidency or chancellorship. Statewide, some of the highest administrative positions are filled by former Peralta administrators. While Peralta takes pride in the fact that it more than adequately prepares administrators for higher-level leadership positions, there is the “Catch-22” component – Peralta colleges often experience a leadership gap as administrators are promoted into positions elsewhere in the state. 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), and it has become more difficult to entice qualified faculty to leave the faculty ranks as the administrative positions become complicated and more time-intensive.

One step the Peralta Community College District has taken this academic year to address the “leadership gap” is to raise the salaries of administrators, particularly the entry-level deans, in hope of persuading faculty to consider the move into administration. Of course, the concomitant rise in faculty salaries may have offset any financial incentive.

Another strategy to address the “leadership gap” has been 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

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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. It is difficult for an organization to plan for such dramatic changes in administrative leadership. There were several other 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 in which he was vested in the district for which he currently works.

In some instances, in an effort to provide stability and skilled administrators, positions have been filled on an interim basis with retirees who were formally 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 an interim 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 was an additional administrative opening. A dean of student support services accepted a position at Chabot College. It is anticipated that the position will be announced for hire early in the spring semester 2008.

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- 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 discussion whether to reconfigure the administrative positions in this unit, with the intent to post permanent positions in spring 2008 for permanent hire. The other three positions are Assistant to the Chancellor which has been filled mid-January 2008; the Director of Enterprise Services in the Information Technology unit which was posted and closed January 17, 2008; and the Children's Centers Site Manager in the Educational Services unit which was posted and closed January 22, 2008.

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.

DISTRICT-WIDE ACTION PLAN

The District Office and the four colleges will continue to work with Human Resources to fill administrative vacancies in a timely manner. In view of the time involved necessary to hire permanent replacements, skilled interim personnel will be chosen to keep the colleges and district office units fully functional.

The four colleges will work with Human Resources to fill faculty and classified staff positions per availability of funding and prioritization of position requests.

COLLEGE RESPONSE

As stated in the district response, during the time of this report, Berkeley City College, working with district office Human Resources, has permanently filled the administrative positions of instructional division dean/ liberal arts and sciences, vice president of instruction, and college

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president. At this time there are no plans for increasing the number of administrators at Berkeley City College.

The college continues to determine need for permanent faculty positions based on program review and unit/ program planning. Identified faculty positions are prioritized based on data from the unit/ program plans and through a 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, twelve (12) instructional faculty positions and three (3) non-instructional positions were identified this year. On December 6, 2007, SMT decided to allocate Berkeley City College five (5) instructional faculty positions and one (1) counseling faculty position to be filled in spring 2008, for fall semester 2008 employment.

Berkeley City College had previously added a Multimedia Arts/Animation instructor and a Counselor in spring 2007; both of them began their employment in fall 2007. An American Sign Language instructor and a Developmental Mathematics instructor were added in fall 2007 and began their employment in spring 2008. During spring 2008 instructional positions for English as a Second Language, English, Art, PACE Faculty Leader/History, and Multimedia/Digital Video Arts, as well as a Counselor, will be advertised and filled to begin employment in fall 2008. As noted in the "College Response" to district recommendation 1 and BCC recommendation 4, in the future new college positions will be reviewed and prioritized through the "College Roundtable."

With the new permanent site for the college and the long-term goal of enrollment growth, planning has identified the need for additional classified staff to build a necessary infrastructure. During the time of this report the following permanent classified positions have been added to the college staff:

- Student Services: clerical assistant/ dean of student support services; program specialist/ student activities; clerical assistant/ CALWorks; and clerical assistant/ financial aid;
- Instruction: two half-time instructional assistants/English, a science laboratory technician, and an audio visual supervisor;
- Business Office: stores keeper; head custodian; supervisor, administrative and business support services; and duplicating technician; and
- Office of the President: program specialist/ outreach.

Additional positions will be needed as the college grows, based on available funding and prioritization of which positions are essential to the functioning of the college.

As can be seen, the college presidents (both permanent and interim) have worked with the chancellor and the vice chancellor of finance and administrative services to secure needed

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positions. Given the unexpected growth in student enrollment in fall 2007 and spring 2008, the college president will work to secure additional classified and faculty positions.

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
 - Children's Center Site Manager/ District Office
 - Director of Enterprise Services/ District Office
 - Vice Chancellor for Educational Services/ District Office
- Job Descriptions of Berkeley City College Faculty Positions
 - Multimedia Arts Instructor
 - Art Instructor
 - English Instructor
 - English as a Second Language Instructor
 - History Instructor/ PACE Coordinator
 - Counselor

RESPONSE TO DISTRICT RECOMMENDATION THREE

District Recommendation 3 (Berkeley City 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

Background: 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 different options, but settled on 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).

Implementation Challenges: 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; resolution is underway; (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

Solution to Full Implementation: 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

**Berkeley City College, College of Alameda, Laney College, Merritt College:
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(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.

DISTRICT-WIDE ACTION PLAN

The college business officers and district office personnel will meet bi-weekly to reconcile differences and to resolve issues regarding full implementation of the financial and human resources components of the PeopleSoft system. Further, once the hired consultants have completed their task and have provided recommendations regarding full implementation of the system, those recommendations will be implemented.

COLLEGE REPOSE

From July 2005 through December 2007, Berkeley City College (BCC) tracked expenditures manually. The business office now has set up spread sheets to track full and part-time positions and projected costs for the year. Part-time faculty (1351 budget) is tracked on a term-to-term basis. Monthly financial reports have been created and maintained manually and include actual and budgeted income and expenses. The college routinely compares its records with those of the district office. In this way, the college and the district office are able to prevent or minimize deficit spending.

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