

PROGRESS REPORT

Submitted By

**Vista Community College
2020 Milvia Street
Berkeley, California 94704**

To

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

October 15, 2004

**Judy E. Walters, President
Jacqueline Shadko, Vice President, Instruction
and Accreditation Liaison Officer**

Peralta Community College District Board of Trustees

Lynn Baranco, President, Board of Trustees

Alona Clifton, Vice President, Board of Trustees

Susan Duncan, Trustee

Linda Handy, Trustee

Darryl Moore, Trustee

Dr. William Riley, Trustee

Lana Spencer, Student Trustee

Lisa Watkins-Tanner, Student Trustee

Table of Contents

Statement on Report Preparation	3
College Preparation	3
District and Board Preparation	4
District/Other College Personnel Contributors:	4
Timeline for Report Preparation	6
Response to Recommendation Number Four	7
Response to Recommendation Number Seven	11
Response to Recommendation Number Twelve	14
Response to Recommendation Number Fourteen	16
Response to Recommendation Number Fifteen A	18
Response to Recommendation Number Fifteen B	20
Response to Recommendation Number Fifteen C	40

Statement on Report Preparation

College Preparation:

On June 25, 2004 the Accrediting Commission for Community and Junior Colleges informed Vista Community College that it had accepted the Progress Report it submitted dated March 2003. As a result of the review and the subsequent evaluation report written by the evaluation team that visited on March 26, 2004, the stipulation was made that a follow-up Progress Report be submitted to the Commission on October 15, 2004 which addressed five of the fifteen recommendations.

With the arrival of the new president, Judy E. Walters, on July 1, 2004, the administrative team, faculty, and classified leadership immediately began to discuss an action plan to guide the campus in addressing the team's recommendations, which required a coordination of activities around these important areas of concern with the regular activities of the college. To that end, the Accreditation Liaison Officer (ALO) proposed a timeline for completing a report that reflected progress made. The second order of business was to solicit volunteers to work with the ALO to serve on the five separate committees charged with providing responses to the visiting team's recommendations. The teams were charged with performing primary research, interviewing relevant individuals at the college and the district, and gathering ideas and opinions from the campus community at large. The working groups listed below represent the key participants in preparing these recommendations

Vista Working Groups

Recommendation #4: Integrated Planning

Mario Rivas	Vice President, Student Services
Jacqueline Shadko	Vice President, Instruction and ALO

Recommendation #7: Tenured Faculty Review

Joseph Bielanski	Co-President, Vista Faculty Senate, President, District Academic Senate, and Disabled Student Programs and Services Counselor
Joe Doyle	Instructor, Multimedia and Vista PFT Representative
Craig Hadden	Dean of Instruction
Jenny Lowood	Chair, English and ESL, and Vista PFT Representative
Jacqueline Shadko	Vice President, Instruction and ALO

Recommendation #12: Long-term Liability Planning

Nancy Cayton	President, Classified Senate
Jacqueline Shadko	Vice President, Instruction and ALO

Recommendation #14: Stability of College and Administrative Personnel

Jacqueline Shadko	Vice President, Instruction and ALO
Faye Wimberly	Instructor, History, Women's Studies, and African-American Studies

Recommendation #15: Board of Trustees Functions

Jacqueline Shadko	Vice President, Instruction and ALO
Judy E. Walters	President

District and Board Preparation:

Vista's president was asked to continue her responsibility for district-wide coordination of accreditation activities. At the district level, Vista's president consulted with department heads to tabulate personnel actions in #14 and formulate the roles and responsibilities in Recommendation #15B. She also worked with the Chancellor's Office, the board secretary, and board members on Recommendations #15A and 15C. The Finance Office contributed information on Recommendation #12 which was incorporated into a description of activities at the district office and shared with the four colleges. The acting vice chancellor for educational services collaborated with the president of the District Academic Senate, and the Peralta colleges' vice presidents of instruction and student services to formulate the response to Recommendation #4. (For names see below.)

District/Other College Personnel Contributing to Recommendation Responses:

Recommendation #4: Integrated Planning

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

Recommendation #12: Long-Term Liability Planning

Alton Jelks	Acting Chief Financial Officer
-------------	--------------------------------

Recommendation #14: Administrative Stability

Trudy Largent	Associate Vice Chancellor of Human Resources
---------------	--

Recommendation #15: Board of Trustee Functions

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

Summary:

Vista has responded from its own perspective regarding its collaboration with district functions and board perspectives in many areas. The resulting document is a blending of district and college points of view on the progress made on these five important recommendations.

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

Signed:

Judy E. Walters
President
Vista Community College

Timeline for Report Preparation

Commission Action Letter Received by Vista.....	June 25, 2004
Administrative Review and Analysis of Action Letter and Evaluation Report.....	July 2004
Appointment of Accreditation Steering Committee.....	August 15, 2004
Organizational Meetings of Response Units.....	August 16-31, 2004
Draft of District Responses.....	September 16, 2004
First Draft of College Responses.....	September 19, 2004
Final Draft of College and District Responses.....	September 24, 2004
Editing and Final College Review of Report.....	September 29, 2004
Report to District Office.....	September 30, 2004
Report Presented at Board Meeting.....	October 12, 2004
Report Mailed to Commission.....	October 13, 2004
Report Due to Commission.....	October 15, 2004

Response to Recommendation Number Four

Recommendation:

4. The team recommends that a district wide plan and implementation process be created that is strategic and systematically integrates the educational, financial, physical and human resources of the district. All planning processes should be inclusive of the four colleges and the communities served by the district. The plan should include identified institutional outcomes with criteria for periodic evaluation. It is recommended that the district wide plan integrate the educational master plans and program reviews of the colleges. The team also recommends that the chancellor ensure that the plan and ongoing planning processes are communicated throughout the district.

Progress to Date:

District Response of September 30, 2004:

Introduction/Model:

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

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

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

Next Steps:

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

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

In November 2004 CIPD will consolidate college recommendations into a single model. Continuing the consultative process, in January 2005 the strategic planning model will again be reviewed by the colleges and district shared governance bodies, including the Peralta Classified Senate, the Group of Advisory Faculty, the Budget Advisory Committee, the Chancellor's Policy Advisory Committee, and the District Executive Cabinet and Presidents' Council, with final review by the District Academic Senate at this stage in the process. The external and internal environmental scanning processes are underway during the 2004-05 academic year in preparation for strategic planning which will begin in the summer of 2005. The Peralta Community College District strategic planning process will be officially launched during summer 2005 with a strategic planning retreat by the board of trustees.

Elements of the Strategic Planning Process:

Internal environmental scans will include current educational master plans, program reviews, and district-wide demographics and resources. District and college *Mission and Values* statements were reviewed and adopted during the past year and were translated into the proposed strategic directions that sit at the heart of PCCD's mission.

If adopted, the *strategic directions*, **student success** and **increased access by the community**, would need to be communicated to all units. All units must know what they are and plan accordingly to support the implementation of strategic directions at the colleges. (Student learning/success clearly occurs at the colleges, and the community accesses learning through the colleges.)

The *plan* is the outcome of the process. Integrating the college processes around strategic directions with functional unit processes at the district office constitutes the plan.

Activities are listed in the unit and college plans. As stated earlier, college planning is in process, ongoing, and cyclical.

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

Analysis of Results Achieved to Date:

CIPD, in addition to its curriculum duties, will be expanded to include more members from across functional lines to better serve a coordinating role regarding the product of the consultation with the college constituencies and the central strategic planning committee. Discussions of this expansion have just begun. It would continue its function of developing, prioritizing, and coordinating district-wide educational activities. CIPD would assess the planning groups' results for their adherence to the centrality of the educational enterprise, articulated in the strategic directions. The district's strategic plan would ultimately be reviewed by other shared governance bodies listed earlier, and the board of trustees to assure that student success and increased access by the community are achieved. To date, CIPD has been the most active forum for integrated planning discussions at the district.

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

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

College Response:

Vista presented an update of its planning activities at the district-wide CIPD meeting on August 30, 2004. In the update the two vice presidents reviewed for others in the district the work done by the mission/vision/values subcommittee in a visioning exercise open to Vista faculty, staff, administrators, and students held on the February staff development day. At that session, a picture of the Vista of the future was discussed. Eleven pages of notes were taken and are being used in Vista's on-going planning. At CIPD, a group from Vista participated in the broad-based discussion on the strategic directions of the district and how they would necessarily mesh with Vista's ongoing planning.

Since the visioning exercise, there has been a change in Vista's leadership. With the arrival of a new president on July 1, 2004, the strategic direction of the college remains focused around **student learning**. President Walters led a team of five key Vista employees to a training session in Appreciative Inquiry in San Diego July 12-15. The "AI 5," as they are now known, meet regularly and are charged with conducting interviews during the All-College Retreat on October 15, 2004 with the larger campus community—an exercise that should elicit a set of core values. These values will be meshed with visioning statements from the February exercise and the management team retreat exercise conducted on September 15, 2004, to create a set of core values as the essence of

Vista Community College. (On September 15, 2004 President Walters conducted a retreat of her administrative team with the theme of “maximum inclusiveness” and began the process of eliciting core values that will be expanded October 15th.) Thus Vista will be well on its way toward setting its direction for college planning, while working collaboratively within shared governance committee structures to continue to shape and validate the district’s integrated model.

In summary, both the district’s constructive directions in strategic planning and President Walters’s fresh ideas and strong leadership of Vista’s strategic planning efforts promise a more integrated and fruitful collaboration district wide. Two initial college strategic directions have emerged as a result of combining the previous work of the vision/mission/values subcommittee and the retreat planning of the current administrative leadership at Vista: **student learning** and **changing society is our business**.

Discussion for the next steps in college planning will emerge from the October 15, 2004 All-College Retreat and subsequent meetings of the Leadership Team and other shared governance meetings.

Additional Plans the Institution Has Developed:

Vista’s membership in CIPD includes the president of the DAS, the vice president of instruction, the dean of instruction, and the chairs of the Arts and Humanities and English Departments. Initially these individuals will serve to bring information to and from CIPD and the college on planning. Discussion of the next steps for planning at Vista will take place after the All-College Retreat on October 15, 2004. The discussion will include the formulation of a timeline.

Documents:

1. Planning Schematic of Proposed District Model for Integrated Planning
2. Minutes from Summer/Fall 2004 CIPD Meetings
3. Notes from Vista Visioning Exercise February 2004
4. Administrative Retreat Materials Dated September 21, 2004
5. All-College Retreat Materials Dated October 15, 2004

Response to Recommendation Number Seven

Recommendation:

7. The team recommends that the college immediately conduct a systematic, consistent, and timely performance review of all tenured faculty. (Standards 7.B.1, 7.B.2, 7.B.3, 1977 Recommendation 4.2.)

Progress to Date:

On September 10, 2004, one of the Vista Faculty Senate co-presidents, Vista's two union representatives, the vice president of instruction, and the division dean met to finalize a structure for evaluating the college's 21 tenured faculty members. This plan conforms to both the spirit of existing contract guidelines and board procedures (BP3.30B) for evaluating faculty but gives Vista the flexibility to create a model that addresses its unique needs, given the large number of departments that have only one full-time faculty member in them.

To arrive at this point, the committee took the following steps: First, Vista sought approval to implement a new faculty evaluation model that focuses on improving teaching and learning, one that would be unique to the college. However, the Peralta Federation of Teachers (PFT) rejected this model because they want uniform guidelines and procedures across the district. The college then revisited the board policy to determine how it could adapt that policy to the college. The policy requires the formation of clusters and teams of faculty from the same or aligned departments, something that is impossible for Vista due to the lack of sufficient full-time faculty in the same or aligned departments. Vista created its own cluster model that groups faculty according to somewhat related disciplines and proposed modifying some of the procedures to fit Vista's needs. Initially, the PFT rejected Vista's second plan because they did not want to modify procedures. Therefore, Vista decided not to attempt to put through any changes in procedures. Instead it pushed for the PFT to permit the plan for the different cluster and team constitutions to fit the faculty composition at the college. In principle, the PFT has agreed to this plan.

Analysis of Results Achieved to Date:

The proposed process went to Vista's Academic Senate on October 1, 2004 for review by Vista's contract faculty. This was accomplished by adjourning the Academic Senate meeting and reconvening the meeting as a meeting of the PFT. The decision made by the faculty was to take one last change request to the PFT Executive Council on October 7, 2004. This change request has to do with the number of clusters Vista may have. The determination made by this body will result in as few as three or as many as five clusters for evaluation.

With this approval, Vista will begin the evaluation process this fall.

On the other hand, Vista still believes that the “one-size-fits-all” faculty evaluation plan that is part of the union contract is at best burdensome and at worst impossible to implement. Additionally, the current system focuses only on fulfilling the process for faculty evaluations rather than truly addressing what Vista sees as the primary purpose of evaluation—the improvement of teaching and learning. In this respect, the procedure that the PFT requires Vista to use falls short of the ideal model. That model would place the emphasis on improving teaching and learning and make faculty evaluations part of a larger assessment plan that also includes institutional assessment and the assessment of student learning outcomes.

Additional Plans the Institution Has Developed:

The PFT contract specifies the formation of three clusters so that tenured faculty members undergo evaluation every three years. The current Vista plan has developed the following three clusters:

CLUSTER A	CLUSTER B	CLUSTER C
Smith, C.	Lentz, Ella	Carruthers, K.
Dunlop, Neil	Wing, Rick	Thananjeyan P.
Garcia, Salvador	DesRochers, Barbara	Au, Wilson
Wollenberg, Charles	Newman, Roger	Matthews, Jayne
Pisano, Gabriela	Lowood, Jenny	Lizarraga, Willy
Benton, Delores	Rasmussen, Ponnice	Kindblad, Nina
Knightly, Maureen	Bielanski, Joseph	Doyle, Joe

Faculty members in Cluster A will undergo evaluation this academic year. Depending on the decision made by the PFT Executive Council on October 6, 2004, these clusters may be subject to change. The following table provides our next steps and anticipated timelines for completion:

Action	Person(s) Responsible	Timeline
Inform the tenured faculty what the PFT executive committee has agreed to in principle, and to engage in faculty discussion at the Oct. 1 Faculty Senate meeting. Formalize approval.	Faculty Senate Co-Presidents and Vista PFT Representatives	Before Oct. 1, 2004
Form the evaluation teams comprised of two faculty members	Faculty Senate Co-Presidents, Vista PFT Representatives, and the Vice President of Instruction	By Oct. 22, 2004
Because the evaluation procedures allow for one preemptory challenge, the faculty members scheduled for evaluation this academic year must review the composition of their evaluation teams.	The faculty members being evaluated	By Oct. 29, 2004

Progress Report of Vista Community College

October 15, 2004

Page 13

The evaluatee and the team will meet to decide on an evaluation model (the procedures present four models to choose from), and establish an evaluation plan to include dates and times	The evaluatees and their respective evaluation team members	Completed evaluation plan by Nov. 17, 2004
Faculty and student evaluations will commence	The evaluatees and their respective evaluation team members	Completed by April 15, 2005
Administrators will create and maintain a portfolio for each evaluatee, and the evaluation team will complete a final summary report form that compiles all of the evaluation information from the student, faculty, and administrator evaluations along with a final rating	Vice President of Instruction, Division Dean, and Evaluation Team	Completed by April 30, 2005

Documents:

1. PCCD Board Policy 3.30B on Evaluation of Tenured Faculty
2. Vista Faculty Senate Handout on Tenured Faculty Review Dated September 24, 2004

Response to Recommendation Number Twelve

Recommendation:

12. The team recommends that the Peralta Community College District provide a detailed and concrete plan that clearly identifies the steps, timelines and measurable actions that are being undertaken by the district to provide funding for the long-term liability posed by healthcare benefits. (Standard 9C.1)

Progress to Date:

District Response September 16, 2004

On June 2, 2004 the District reached an agreement with all three of its bargaining units. Health benefits were renegotiated. The most significant change is for employees hired on or after July 1, 2004. The latter group's medical benefits will be provided by the district until they become Medicare eligible, considerably lessening the district's future liability and saving \$800,000 this year. Even before this achievement, a new actuarial study was completed with constituencies in agreement on its validity. The new study shows that the district's liability to be \$115 million rather than \$150 million. Generally speaking, the estimate of the size of the liability is trending down.

Analysis of Results Achieved to Date:

All union contracts for the four Peralta colleges are negotiated at the district level and, as such, health benefits also are negotiated and determined at a district level. The colleges are represented on the appropriate committees that research, discuss, and negotiate contract issues. Clearly the new health benefits package negotiated into the new union contracts will reduce the future obligation of the district.

Additional Plans the Institution Has Developed:

The district is exploring opportunities to set aside additional funds to close the gap. Currently the district has \$1.3 million set aside to cover the current cost of the medical liability. The district is looking into potential additional avenues and remedies that will assist Peralta in reducing the burden of this liability as GASB forces the increase of liability to annual expenditures and disclosure of obligations in 2006-07. In particular, the district is researching the issuance of Medical Benefits Obligation bonds to fully fund the health retirement costs for current and retired employees over a period of time.

College Response:

Vista acknowledges the importance of decisive action on this recommendation on the part of the district office in moving from the pay-as-you-go strategy to moving to full disclosure by 2006-07 per the new GASB standards. There appears to be progress in

clearing up the compounding of the liability through inaccurate personnel records. With the implementation of the new PeopleSoft integrated MIS system and the phasing out of the legacy system that allowed these inaccuracies, the possibility for errors and/or oversights in this area should become negligible.

By far the most positive action taken is the proposal around the issuance of a Medical Benefits Obligation instrument. During Chancellor Harris's tenure as Mayor of Oakland, the city successfully issued such bonds to deal with a similar situation.

Vista will continue to work with the district office on this recommendation. We particularly look forward to the hiring of a new chief financial officer in the next two months to give leadership to this project, including a timeline to help meet the 2006-07 deadline imposed by GASB.

Documents:

1. PCCD 2004-05 Budget Book
2. Timeline for PeopleSoft MIS System Implementation
3. New SEIU, Local 39, and PFT Contracts (not yet available at this writing)

Response to Recommendation Number Fourteen

Recommendation:

14. *The district has addressed part of this recommendation in appointing a permanent chancellor. The Progress Report should detail progress on the second part of this recommendation as follows: The team further recommends that the Board of Trustees direct the new chancellor to make stability of both college and district administrative personnel a priority. (Standards 10.C.1, 10.C.2)*

Progress to Date:

District Response September 16, 2004

As part of the downsizing and decentralization of certain of the District Office functions, the district reassigned two public information officers (PIOs) and two research and planning officers back to the colleges. Because the PIOs had originally been located at Merritt College and Vista Community College, they were assigned back to their respective colleges. The two researchers were assigned to Laney College and College of Alameda. Included in the transfer was also a monetary amount of \$115,000 to support the existing positions. The work of the PIOs as well as that of the research and planning officers will still be coordinated to some degree by the district office.

In fall 2003 there were 66 management positions at the 4 colleges and the district office. Of those 10 were interim and 26 were vacant. In fall 2004 there were 53.5 management positions. Of those 9 were interim and 8.5 were vacant.

Administrative stability at two of the colleges (Laney and Vista) was of a primary concern and in both instances interim presidents were identified and placed. Both presidents enjoy high levels of faculty and staff support at the two colleges.

Analysis of Results Achieved to Date:

Since 2001, Vista has had the advantage of a permanent and intact management team lasting for a period of three years, until June 30, 2004. As of July 1, 2004 there were two changes made: a new president was appointed and a dean of instruction reassigned, with his duties taken on by the vice president of instruction.

While there was a change in the leadership in the Vista Community College president's office, the person appointed had a long history with the Peralta district and the State Chancellor's Office, as well as a strong background in the Vista building project; the faculty and most staff welcomed the change and agreed that President Walters would provide stability to the college during this time of construction and relocation. Since the charge to the new president was to prepare the college for the move, begin a fundraising campaign, and provide leadership through a complex transition period, the Board approved a two-year appointment. This appointment was vetted with the State

Chancellor's Office, which also approved offering a two-year contract for the position under the circumstances.

In other personnel reorganizations, one of Vista's instructional deans assumed the assignment as the director of the Center for International Trade and Development. This is a State Chancellor's Office grant-funded position and covers a four-county territory. This assignment was agreed to by all parties and places the director in a position to which his strengths and skills are extremely well suited. The assignment will be reviewed at the end of the fiscal year.

College Response:

With an eye toward making administrative stability a priority, the district issued two-year contracts for the most of the college and district administrators, effective July 2004. In the case of Vista, five of the seven administrators were given two-year contracts, one was given a one-year contract, and the college president exercised his retreat rights to the faculty at a sister college. A search for an interim president was conducted and the senior vice chancellor for educational services the district was given a two-year contract as the Vista Community College's president.

There has been substantial clarification of the roles and responsibilities of the administrators at the district since the team's last visit. (This is detailed in Recommendation #15.) The result is that there has been better communication between the district and the college on specific issues, including classified and faculty hiring. Other opportunities for improved communication include institution by the chancellor of weekly meetings of the District Executive Cabinet, and regular meetings between the acting vice chancellor for educational services and the four colleges' vice presidents of instruction and student services to discuss topics such as strategic planning and program review. Many times, recommendations from these meetings are carried to the District Executive Cabinet and Presidents' Council for further consideration.

The return to Vista Community College of the PIO and concomitant funding for the position has been greeted with enthusiasm by the Vista community. The individual who serves in this role is very well connected in the local communities of Berkeley, Albany, and Emeryville and will continue marketing and outreach, as she has over the past 10 years.

Additional Plans the Institution Has Developed:

Vista plans to fill its vacant dean of instruction position in 2005.

Documents:

1. PCCD Board of Trustees Minutes from May, June, and July 2004
2. New PCCD Board of Trustees Hiring Policies for Interim and Permanent Administrators

Response to Recommendation Number Fifteen

Recommendation:

15 A. The team recommends that the board of trustees adhere to its appropriate functions and policy orientation, and rely upon the district chancellor for recommendations affecting the organization of the district as well as the hiring, retention and termination of all categories of district and college staff. (Standards 10.A.3, 10.A.4, 10.C.1, 10.C.2, 10.C.3, 10.C.5)

Progress to Date:

District response to Recommendation 15 A. dated September 16, 2004

The board held a retreat on May 13, 2004 facilitated by Chancellor Harris and the associate vice chancellor of human resources. At this retreat the board reviewed and clarified its appropriate functions and roles, and on June 8, 2004, adopted a resolution to this effect, which was presented to the Commission at its June meeting. The board is relying on the college recommendations to the chancellor. A new streamlined hiring policy was adopted. Other policies that reaffirm the college role as well as the role of shared governance were also adopted. Further, the chancellor has clarified that procedures coming out of board policy are implemented by management.

Analysis of Progress to Date:

The board has relied upon the chancellor's recommendations affecting Vista Community College. They approved the resolution awarding the master construction contract for Vista Community College on July 13, 2004, which essentially is the final contract for the construction of Vista's new building. They also supported the chancellor's recommendations for the administrative assignments at Vista Community College. The board recessed for a month beginning July 22, 2004. At their next meeting on August 24, 2004, one trustee announced her retirement effective immediately; three other trustees will not be running for re-election.

College Response:

The president of Vista Community College meets with Chancellor Harris regularly, both one-on-one and in committee settings, including the District Executive Cabinet, the Presidents' Council, Group of Advisory Faculty (GAF), and the Chancellor's Policy Advisory Committee (CPAC). The improved communication between Vista and the district is evidenced by the positive reception of a presentation President Walters made at the August 24, 2004, board meeting. The new president will continue to communicate college needs and concerns to the board through the chancellor.

The college unions as well as Faculty and Classified Senates are working with prospective candidates running for the board of trustees in Vista's service area regarding college and

district policies. At this time the direction that a substantially reconstituted board of trustees will take in November is unknown.

Additional Plans the Institution has Developed:

The president of Vista Community College will continue to work with the chancellor to promote the needs of the college.

1. PCCD Board of Trustees Retreat Agenda Dated May 13, 2004
2. PCCD Board Resolution Dated June 8, 2004
3. Candidates' Night Materials, September 2004
4. CPAC, GAF, District Executive Cabinet, and Presidents' Council Minutes for Fall 2004

Recommendation 15B

The team further recommends that the board of trustees clearly identify and widely disseminate the roles and responsibilities assigned to the district administration and those assigned to the college administration so that the appropriate responsibility and authority and related accountability standards are established. (Standards 10A.3, 10A.4, 10C. 1, 10C.2, 10C.3)

District response to Recommendation 15 B. dated September 16, 2004:

Following are descriptions of the roles and responsibilities assigned to the board of trustees and the district administrative offices. This is followed by brief analyses from the colleges as to their roles and responsibilities. Organizational charts are provided as documents.

BOARD OF TRUSTEES

Description: Peralta has a seven-member board with trustees elected from specific districts within the six-city area. The six cities are: Albany, Berkeley, Emeryville, Oakland, Piedmont, and Alameda. The roles and responsibilities of the board of trustees, per *Board Policy 1.05 – Duties and Responsibilities of the Board of Trustees*, are to: appoint a chancellor as the district's chief executive officer; establish the district's educational priorities (see *Board Policies 5.02 – 5.63 - Educational Services*); establish policies for short and long-range planning; establish academic standards and policies for probation, dismissal, re-admission, graduation, student fees, and student conduct; establish policies for employment (*Board Policies 3.03 - 3.91- Personnel*), assignment, salaries and benefits for all personnel; determine operational (Board Policies 6.02 – 6.86 Business Services) and capital outlay budgets; determine the need for tax levies and bond measures; establish policies for administering gifts, grants, and scholarships; ensure district properties are managed efficiently; monitor the use of public resources; and address the needs and concerns of students, staff and the community.

Status: The board has policies in place relating to the educational priorities of the district. This includes policies for short and long-range planning, academic standards, probation, dismissal, re-admission, student fees, graduation, student conduct, and other policy issues relating to the educational integrity of the district. The board understands its role as a policy maker for the district.

This is an election year with four incumbents scheduled for re-election. On August 4, 2004 these four Peralta trustees decided not to file for their seats. There are nine people running for four seats.

Of the seats which are open two trustees running will represent the Berkeley, Albany, Emeryville area. One trustee will represent the Oakland area and one trustee represents the Alameda area. Along with a majority of the trustees leaving the board, there is also a loss of history, as three of the trustees represent the historical memory of board. They served for 12, 17 and 19 years respectively. It is almost impossible at this point to determine the various effects of change this will have.

The chancellor and college presidents scheduled a candidates' night Tuesday September 21, 2004 to offer some training and assistance to those who have elected to run. The chancellor has also scheduled a training session for the full board to occur after the November election.

College Response:

The college will provide information upon request to educate those candidates running for election in Vista's service area through candidate's night activities. The newly elected board will continue to function as a policy-making body.

The colleges operate using shared governance. Leaders of constituency groups are representatives who serve on district-wide committees where policies are recommended and acted upon. Contact with the board comes primarily through the chancellor, whose administrative interaction with Vista is primarily through the college president. The Vista faculty co-presidents, by virtue of their membership in the chancellor's Group of Advisory Faculty (GAF) meetings, are also able to voice faculty concerns directly to the chancellor. Vista's student body president makes regular presentations at board meetings as a way of updating board members of the activities and concerns of students.

CHANCELLOR'S OFFICE

Description:

The roles and responsibilities of the chancellor are to: direct the operation and administration of the district in conformity with board policies; formulate and recommend district policies to the board; implement board policies; serve as secretary to the board, attend all meetings of the board; prepare and submit to the board the annual budget for the district; control and administer the budget; recommend organizational structure of the district; maintain continuous review of educational programs with college presidents and recommend changes that will improve quality of the programs offered; provide leadership to the four colleges and the executive cabinet; establish accurate and complete record systems for all funds, student attendance, and inventories of equipments; represent the district at presidents'/principals' meetings of colleges, universities, and high schools; establish and maintain programs for recruitment, selection, development, and retention of competent

personnel; maintain an active program of research as it relates to the development of educational programs; build partnerships with businesses, industries and community-based organizations; meet with governmental and legislative leaders; make decisions on the development and implementation of capital projects, and provide strong leadership to the district administrative staff.

Based upon board policy, the role of the district office is coordination among and the provision of support services to the four separately accredited colleges.

Status: A permanent chancellor, Elihu Harris, was hired by the board of trustees on May 1, 2004. The district operations are under his direction.

College Response:

Vista's primary interaction with the chancellor's office is through the college president and her activities with him. When decisions are made by the chancellor that effect Vista, the president shares those, as appropriate, with the college community through shared governance meetings on campus.

PRESIDENT'S OFFICE

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

Status: The chancellor uses the District Executive Cabinet and Presidents' Council meetings to disseminate information and collect ideas from the college presidents. The duties of the presidents have expanded with the decentralization of a number of responsibilities formerly handled by the senior vice chancellor for educational services. The responsibility for accreditation, for example, is being handled by the president of Vista.

College Response:

Vista's college community continues to see the role of the president as vital in the accomplishment of specific goals for the betterment of the college, such as completion and moving to the new building; fundraising; and providing vision and leadership for the college. The current president sees the college's most important goal as student learning and its business as changing society.

EDUCATIONAL SERVICES

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

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

Tenure Review

Description: The staff assistants in the Educational Services Division are currently responsible for processing all the student evaluations of all tenure track faculty, part-time faculty, and tenured faculty. The executive assistant to the acting vice chancellor for educational services controls the flow and handles all the tenure review committees. There are monthly meetings with the facilitators. There are two orientation sessions each fall and each spring. These include all the college tenure facilitators, the faculty union, the District Academic Senate (DAS), and Educational Services Division personnel. One of the important areas that requires oversight from the presidents and vice presidents is the checking

for consistency in the interpretation of the contract language as to the tenure track process.

Status: Vista's president took the lead on conducting the tenure review orientation in August. Monthly meetings are currently held among the four facilitators and the executive assistant. However, several procedures pertaining to the tenure review process are being reviewed in the Presidents' Council so the colleges may fully assume the necessary responsibility. This work will be done through the appropriate shared governance process with the DAS and the PFT—the faculty union.

College Response:

The college performs tenure review following district guidelines, using tenured faculty and administrators to serve on committees. Vista's activities are facilitated by an on-site tenure review facilitator. Files are kept in a locked cabinet in the office of the vice president of instruction. Recommendations by the individual committees are made to the vice president of instruction. She then discusses them with the president for further action.

Program Review

Description: Peralta has a common course numbering system. Therefore, program review by discipline occurs simultaneously at the four colleges. The schedule for program review has been built out for five years to coincide with the accreditation cycle, with the sixth year devoted to preparation of the self-study. At one of the meetings of the vice presidents of instruction a determination will be made whether or not the schedule needs to be changed for that particular year and then the information will be passed on to the Office of Research and Institutional Development for implementation of the data requests. Each semester, the Office of Research and Institutional Development staff members hold training sessions with the data and the guidelines. The guidelines for the academic programs are completed. Each semester guidelines need to be adjusted accordingly for the vocational programs. If a vocational program also is reviewed by an outside agency, then the Peralta's program review builds on that. Each college follows the academic guidelines and makes modifications for their college vocational programs as necessary.

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

each semester/year and will be coordinated by the four vice presidents of student services working with the acting vice chancellor for educational services.

College Response:

Program reviews are written by faculty in the relevant departments, with assistance from the division dean. Documents then go to the vice president of instruction and the president for final recommendations. Summary results of these program reviews are presented to the Curriculum Committee once finished. Program reviews are meant to coincide with discipline reviews, also presented at Curriculum Committee. Information from both processes is utilized in decision-making regarding instructional equipment, instructional supplies and faculty hiring requests.

Accreditation

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

Status: There has been concerted involvement of district personnel to address the progress made on the four recommendations that relate to district and board functions. The board committed itself to and acted upon the relevant recommendations. It will be important to continue the effort once the new board is in place to assure adherence to appropriate roles and responsibilities across the colleges, the district, and the board.

College Response:

Since spring 2003 Vista has prepared a comprehensive Self Study Report, a Substantive Change Report, and two Progress Reports. The latter two reports have addressed eleven and five of the visiting teams' recommendations respectively, showing progress made in this short period of time. Vista takes its accreditation and the inherent responsibilities quite seriously. The issues are woven into everyday college life—planning, budget transparency, health and safety, just to name a few. The Vista community works to make the college a better place. Progress on issues that relate to the district and board of trustees are affected through work by college personnel on shared governance committees, as well as administrative contact with district personnel. Vista also looks forward to the new standards and has been working on SLOs, even as the college begins preparation for the next two required reports: an April 2005 Substantive Change report and the March 2006 Midterm Report.

Council on Instruction, Planning, and Development (CIPD)

Description: Since 40% of Peralta students take courses at more than one college in a semester, and since there is a common course numbering system, and since an accreditation recommendation addresses district-wide planning, CIPD continues to be a relevant shared governance group. CIPD functions as a district-wide curriculum meeting where all colleges agree regarding what is being proposed before curriculum and program changes go to the board and to the State Chancellor's Office for final approval. CIPD meets eight times a year to review the work of the four college curriculum committees. An educational support services analyst at the district office is responsible for maintaining the course database, the *Program and Course Approval Manual*, and course reporting requirements required by the State Chancellor's Office. She also prepares information for the board. CIPD membership includes faculty members appointed by the college faculty senates, articulation officers from each college, curriculum chairs from each college, and an administrator from the college (usually the vice president of instruction.) There are also *ad hoc* members, including at least one vice president of student services and the District Academic Senate president. This group also has begun to work on districtwide integrated planning.

Status: Responsibility for running CIPD has been transferred to the acting vice chancellor for educational services.

College Response:

Vista's Curriculum Committee meets semi-weekly in the fall and spring semesters to review course and program proposals and changes. This committee also hears and discusses the results of discipline and program reviews. In fall 2004 the committee is

working on revising the Vista Curriculum Handbook and reviewing the catalog, discipline by discipline, as the Office of Instruction begins its preparation of the 2005-07 catalog. Actions of the Vista Curriculum Committee go to CIPD for review before approval by the board of trustees. Vista's Curriculum Committee is a committee of Vista's Faculty Senate.

Oversight of the Childcare Centers

Description: The center manager at College of Alameda was hired outside the bargaining unit to coordinate College of Alameda's center and evaluate employees at Merritt's and Laney's centers. The executive assistant in the Educational Services Division handles all the paper work for the one general fund contract that supports the three childcare centers and the CalWORKs contract that also supports the centers. There are many specific reporting requirements concerning staff at the centers and their ability to meet the licensing requirements annually.

Status: The center manager reports to the acting vice chancellor regarding the overall district contract and budget. College-specific issues, such as facilities concerns, are handled by the vice presidents of student services at the relevant colleges.

College Response:

Vista Community College does not have a center. The childcare needs of its student body are met by outside providers funded through CalWORKS.

District Faculty and Staff Development Office

Description: This is a faculty assignment as part of the PFT contract). There is a \$120,000 annual allocation (as part of the PFT contract) that is directly controlled by the individual college staff-development committees who meet on schedules determined by those committees. There is also \$18,000 in the Educational Services Division budget to fund flex day activities that occur district-wide.

Status: A new district faculty and staff development officer was selected in June 2004 in accordance with the PFT contract procedures. This person currently reports to the vice chancellor of human resources.

College Response:

Vista has a committee composed of three faculty members, one of whom is the elected chair, three classified staff, and one manager. This committee meets monthly to consider requests for funds, make staff-development policy, and plan special events.

Flex Days

Description: Peralta has permission from the State Chancellor's Office to have six flex days. The days are spread across the academic year. It is the responsibility of the staff development officer to organize and facilitate these days, working with the college staff development officers.

Status: The calendar for 2005-06 has been set and the information will be given to the acting vice chancellor for educational services. The administration hopes that by not front-loading all the flex days, they will encourage wider participation in activities by counselors and staff.

College Response:

Vista sponsors college-wide activities during Flex days, in addition to promoting attendance by faculty and staff at district-wide activities. The Staff Development Committee is in charge of setting the flex day calendar, in collaboration with the president and her management team.

Workforce and Economic Development

Description: This is a position in the Educational Services Division that was defunded last year. Another employee handled VTEA and Tech Prep, but has moved to Laney College to assume the position of Dean of Vocational Education.

The VTEA reports have been coordinated on a district-wide basis through Tech Prep coordinator, now at Laney. A staff assistant at the district is responsible for fiscal monitoring and reporting for these categorical projects, including coordinating submittal of the district's four college plans to Sacramento.

Status: The district has decided to fill the workforce and economic development position this year. This individual, once hired, will oversee all contract education, workforce, and economic development activities at the district.

Admissions, Records, and Student Services

Description: The admissions and records function is managed by the acting vice chancellor for educational services, with one staff member located at each college, and nine staff members at the district office. Student service functions at each of the colleges are led by a vice president and a number of deans.

Status: With the transition in technology from the current legacy system to PeopleSoft over the next few years, this centralized district office function will continue to change and improve. In June 2004 this unit acquired the responsibility of recruitment and enrollment of international students.

College Response:

Vista has two staff members in its Admissions and Records Office. They are assigned by the district and report to the acting vice chancellor for educational services, whose dual responsibility is also as vice chancellor of enrollment and student services. Students are able to order transcripts and register for classes at any of the four colleges, through the district Admissions and Records Office, or online.

The vice president of student services at Vista reports to the president. There is also one dean of student services at Vista who reports to the vice president. All student services are directed by these individuals, with the exception of Admissions and Records personnel. For a listing of all student services refer to the catalog and student handbook.

Research and Institutional Development

Description: This area is currently staffed by an associate vice chancellor, a support services analyst, a research data specialist in assessment, and a research data specialist in matriculation. There is also a categorically funded staff assistant and a staff services specialist who is funded with a combination of VTEA and general funds.

Status: This unit reports to the acting vice chancellor for educational services. Responsibility for all educational grants, contracts and the monitoring of all categorically funded and specially funded monies falls to this group. This office also monitors the assessment contract with Alameda County.

College Response:

The college coordinates its research through the district, as well as conducting its own through utilizing district data bases.

Diversity Internship

Description: The diversity internship program promotes the development of diverse faculty through internships at the colleges. The function is staffed by a reassigned faculty member who serves as the coordinator for the four colleges. She reports to the vice chancellor of human resources.

Status: This program allows masters' degree candidates who have completed more than half their coursework, to determine interest, experience community college teaching, and add to their resumes, as it brings diversity into Peralta's teaching pool.

College Response:

Vista's faculty is supportive of this program and has sponsored interns for as long as the program has been in existence. Vista currently has two interns in its English Department. Their hiring is coordinated through the diversity intern coordinator.

PFT Negotiations

Description: District negotiations with the faculty union have been led by an outside labor attorney, working in concert with an administrative committee headed up by the former senior vice chancellor for educational services. Currently a college president, two college deans, and the associate vice chancellor of human resources sit on this committee. With the chancellor's leadership all three union contracts were settled this year.

Status: Further negotiations will be handled internally by the vice chancellor of human resources and the district general counsel.

International Educational Services

Description: The Office of International Education is charged with the recruitment of international students.

Status: In the most current reorganization, the associate vice chancellor reports to the acting vice chancellor for educational services.

District Academic Senate (DAS)

Description: The faculty member who is the DAS president is on an eleven-month contract and is assigned a .5 release to perform district-wide work. To further meet district shared governance expectations, the chancellor, Vista's president, and staff from the district office, meet with the Group of Advisory Faculty (GAF), which consists of PFT representatives and the four college Faculty Senate presidents.

Status: This year the chancellor expanded GAF to include the college Faculty Senate presidents. By making these changes GAF has become more inclusive of college interests and concerns.

College Response:

The current DAS president is a Vista faculty member and the co-president of the Vista Faculty Senate.

College Vice Presidents' Meetings

Description: The acting vice chancellor meets with the vice presidents of instruction and the vice presidents of student services twice a month to consult on issues of importance in these areas at the four colleges. Topics include enrollment management, program review, integrated planning, and matriculation.

Status: Information gathered and recommendations made at these meetings are carried to the Executive Cabinet and Presidents' Council meetings, as well as back to the colleges for implementation.

College Presidents' Meetings

Description: The four college presidents meet monthly with the chancellor as the Presidents' Council. This is the group of administrators that is accountable for student learning, budgets, Educational Code and Title 5 requirements, and accreditation. This group also is closely associated with recommendations going to the board through the chancellor.

Status: Beginning in August the presidents and the chancellor agreed to meet on the second Thursday of each month. On the fourth Thursday the chancellor holds his Executive Cabinet meetings. This helps to integrate communication across the four colleges and within the district office.

Faculty Hiring Recommendations

Description: The senior vice chancellor formerly reviewed and signed off on these recommendations before they went to the chancellor for final approval.

Status: This responsibility is now assigned to college presidents. The presidents submit recommendations to the chancellor and are available to answer his questions before he renders a final decision.

College Response:

College faculty and administrators, following board policies and appropriate shared governance, consult on these decisions and look carefully at department and discipline needs relative to the

Educational Master Plan, program reviews, discipline reviews, and performance indicators. Only then do the recommendations move to the executive administrative levels, with a final recommendation made to the president of the college. The Department Chairs' meeting at Vista is the primary setting for consensus decisions about the two new positions Vista receives each year, as well as decisions about filling vacant positions. The administration is in the process of writing out specific procedures for this process to be shared with department chairs before the November meeting that kicks off the cycle.

Sabbaticals

Description: Sabbaticals for faculty follow a process outlined in the PFT contract. The district's staff development officer does the in-service training for college faculty.

Status: Colleges are responsible for selecting faculty for sabbaticals. They follow a process detailed in the PFT contract. Levels of approval include the college's Staff Development Committee, the vice president of instruction, and the president.

College Response:

In the last two years, three Vista faculty members were awarded and completed .5 sabbaticals. The process for selecting another .5 sabbatical is underway. Sabbatical reports are written and available through the Staff Development Committee.

Library Materials and Instructional Equipment

Description: Prior to fall 2004, college allocations were calculated using a complicated formula. The colleges made the final purchasing recommendations to the senior vice chancellor and sent to the chancellor for his approval.

Status: This year an agreement was struck at the Presidents' Council that the colleges would be allocated the money based upon their fall 2002 FTES. Colleges would continue to determine how the money was spent, using their established integrated planning and budget processes.

College Response:

Library materials continue to be selected by Vista's academic librarians, in consultation with the college's faculty and Curriculum Committee. Instructional equipment decisions will be made through a process of consensus similar to faculty positions, as was done in

the past. This year the administration will write procedures for the allocation process, which will spell out the use of data from program reviews, discipline reviews, department data, and other relevant factors. This year the chancellor granted all colleges a special, one-time allocation distributed from the district's bookstore fund. The amount for Vista was \$15,000.

Categorical Budget Allocations

Description: These allocations, for the most part, are based on application of formulas that come from the State Chancellor's Office. The allocation process takes place in the Research and Institutional Development Office.

Status: Dollar amounts are passed through to the colleges, where they are managed by categorical administrators and specialists. All expenditures are ultimately tracked by the college business managers.

College Response:

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

HUMAN RESOURCES

Description: The roles and responsibilities of the Human Resources division are to 1) plan, organize, and administer a comprehensive human resources management program for the district; 2) coordinate and execute policies, methods and procedures pertaining to employee recruitment, selection and performance evaluation; 3) assess professional development needs, classification, and compensation; 4) coordinate all activities of risk management, assisting colleges in providing a safe and healthful educational environment for students, and a safe and healthful working environment for employees, protecting the district against the financial consequences of catastrophic losses and reducing the district's cost of risk; 5) provide health and safety guidelines; 6) develop a district safety policy, safety manual, and loss procedure manual; 7)

coordinate employee relations and employee benefits programs; 8) coordinate and provide information regarding affirmative action issues; 9) provide safety and police services; 10) coordinate faculty and staff development; and 11) ensure equal opportunity in employment, programs, activities and educational environments.

Status:

In March of 2004 there were 66 administrative positions, 26 of which were vacant, 30 permanent, and 10 interim. Today there are 53.5 positions, 9 of which are interim positions, 36 permanently filled, and 8.5 vacant. The hiring process is currently underway for 6 of the vacant and/or interim positions. While March 15th notices were given to all administrators district-wide, only 3 administrators were reassigned and 2 terminated.

In response to accreditation recommendations of June 2004, the Peralta Community College District has demonstrated its commitment to stabilize the district's administrative team by hiring a permanent chancellor. Since the beginning of the year, the Chancellor has put in place the following 17 administrative positions with the help of the Vice Chancellor for Human Resources, thereby increasing the stability of the district. Ten administrative positions have already been filled, one at the district office, two at College of Alameda, two at Merritt College, and five at Laney College. Where searches are in progress or scheduled to begin, the Chancellor has assigned interim appointments. The seventeen administrative positions are as follows.

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

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

Merritt College (3): Business and Administrative Services Manager, (August 31, 2004), and Dean of Student Services (September 28, 2004); Division Dean II.

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

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

- Chief Financial Officer,
- Director of Administrative Services & Information Technology,
- Director of Technology Services/Information Technology,
- Director of Risk Management and Benefits,

- Associate Vice Chancellor, Special Assistant to the Chancellor.
- Director of General Services

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

College Response:

Administrative changes at Vista were described in Recommendation #14. The stability of Vista during the next two years, as the college prepares to move into its new building, is paramount.

Vista will continue to hire its two conversion positions each year for the next five years, adding to the full-time faculty. All hiring processes are handled at the district office.

Hiring processes for the second full-time librarian and the permanent library technician are under way.

INFORMATION TECHNOLOGY

Description:

The roles and responsibilities of the Information Technology Division are to 1) develop short- and long-term strategies to deliver services to meet defined user needs; 2) evaluate technical trends and select directions to effectively meet long-term information needs of users; 3) plan long-term hardware and software acquisitions; 3) plan the acquisition of information and office automation systems; 4) stay current on innovations, changes, trends, and directions in the industry; 5) disseminate pertinent information to staff; 6) identify and reduce system obsolescence; 7) coordinate migrations for minimum disruption to end-users; 8) direct general day-to-day operations, including problem resolutions, staff administration, systems implementation, staff and user training, hardware and proprietary software selection, acquisition, and installation; 9) plan, coordinate, and monitor communications with current and potential users to define needs in user training, systems, and software; 10) evaluate legislative activities and integrate information relevant to information systems; and 11) select, train, delegate responsibility to, and evaluate staff.

Status:

The Chief Information Officer was hired June 2004 to assume responsibility for all matters related to technology. At the August 31, 2004 meeting, the board voted to allow the district to begin negotiating with PeopleSoft, Inc., for an integrated administrative software system. This contract has been signed. This new system

would ensure that data are available to all faculty and staff for planning and decision-making. Announcements to hire second-level managers will be released shortly.

College Response:

Planning for the technology in Vista's new building is a collaborative effort between district personnel, college personnel, the administration, the faculty, and the architects. There will continue to be close contact as the construction continues and completion looms.

Also of great importance is the advent of the new PeopleSoft MIS system—Peralta's first truly integrated MIS system. This will greatly enhance efficiency and ease of work for everyone within the district. The first module, payroll, will be on line in January 2005.

The college has four permanent full-time IT employees who report to the Business and Administration Manager.

MARKETING, PUBLIC RELATIONS & COMMUNICATIONS

Description:

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

Status:

The executive director of marketing has been working with senior officers of the district and the two college public information officers (PIOs) mapping out an effective marketing plan to increase the awareness of various programs offered by Peralta's four colleges.

College Response:

Vista is fortunate to have a PIO skilled and experienced in the college's three-city service area. The uncertainty of the reporting lines of the PIO, a major concern last year, has been resolved and the PIO reports to the college president. The integrated marketing plan written by the PIO is annually updated, used by all managers and department chairs in the college, and is integrated with the Educational Master Plan.

FINANCE

Description: The roles and responsibilities of the Finance Division are 1) to assist the colleges and the district office in achieving their educational missions by providing fiscal stability and compliance with governmental mandates and funding requirements; 2) to implement financial policies and procedures; and 3) to provide leadership in financial services in the areas of purchasing, budgeting, payroll operations, and accounting. Purchasing services include approving requisitions and issuing purchase orders; supervising mailroom and duplication service operations; directing warehouse operations; maintaining inventory of stores, equipment, and fixed assets; and providing mail and supplies services.

Status: The selection process for the chief financial officer is in progress and will go to the board of trustees for approval upon completion. In the meantime, the special assistant to the chancellor oversees this office, ensuring appropriate attention is paid to district budget matters. Since assuming this responsibility he has met regularly with the four college business managers to ensure that the colleges are kept informed of all activities of the district Finance Department.

College Response:

Vista continues to work with the Budget Development Process Committee and the District Advisory Committee to advocate for the development of a transparent budget process. The committees began work last year and made progress. This year the hope is that the work will be brought to a conclusion under the leadership of a new chief financial officer. The college business officer reports to the president.

PHYSICAL PLANT

Description: The roles and responsibilities of the Physical Plant Department are to 1) provide a safe, operational, and desirable physical environment that supports the educational mission and administrative goals district-wide; 2) organize and implement long

and short-range construction, improvement, maintenance and grounds programs; 3) develop five-year construction and deferred maintenance plans; 4) develop, negotiate, prepare for board approval, and administer construction contracts; 5) assist colleges in facilities planning; 6) provide management oversight for consultants, contractors, and project managers for district facilities programs and capital projects; 7) in conjunction with risk management, develop and implement preventive measures for the health and safety of all staff, students and the public in accordance with appropriate health code standards and the Office of Safety and Health Administration; 8) provide custodial services; 9) maintain and manage district real property inventory; 10) maintain landscapes; and 11) provide all engineering services.

Status:

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

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

College Response:

Prior to the arrival of the new president in July, Vista had had little success in getting help from the Physical Plant Department in the maintenance and improvement of its facilities. This was due to the limitations placed by the union on work in leased facilities. Since that time, the president has been able to include Vista in large-scale district clean-up efforts seen as essential in view of the move to the new building.

The Physical Plant Department is involved in relocating Vista's science annex and continues to coordinate with the architects and construction firms in building Vista's new facility. Since Vista is in leased facilities, all maintenance and janitorial activities are handled by the college per the lease agreement.

Documents:

1. Peralta CCD and Vista Organizational Charts
2. Program Reviews from 2004 and District Program Review Schedule
3. Tenure Review Manual
4. Tenure Facilitator's Manual
5. CIPD Minutes for 2004
6. Curriculum Book for Board of Trustees
7. Vista Curriculum Committee Minutes for 2004
8. Accreditation Self Study from Spring 2004
9. Progress Report Dated March 15, 2004
10. Substantive Change Report Dated March 15, 2004
11. Curriculum Handbook
12. Staff Development Committee Minutes from 2004
13. Flex Day Calendar of Events for 2004
14. Draft Procedures for Faculty Position Allocation
15. Draft Procedures for Instructional Equipment
16. Vista Marketing Plan
17. Vista Catalog 2003-05
18. Vista Student Handbook
19. Peralta Facilities Plan

Recommendation 15C

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

District Response September 16, 2004

Progress to Date:

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

Analysis of Progress to Date:

Since this time, the board has adopted the chancellor's recommendations for reorganization of the district office, hiring of permanent staff, naming of interim staff where appropriate, and aligning district office functions to better serve the college communities.

Additional Plans the Institution has Developed:

Chancellor Harris has committed to repeating the training sessions performed on September 21, 2004 for trustee candidates once the election has occurred and the new board members have been identified. Also in the post-election training will be content from the retreat on the board's roles and their responses to the four accreditation recommendations. In that way, the information shared with current members and new members will be the same.

College Response:

The League of Women Voters and Vista's college constituencies will host a candidates' night on October 8, 2004. This will provide an opportunity to refresh the dialogue with candidates about the importance of the role of trustees in policy making.

Documents:

1. PCCD Agenda for Board Retreat Dated May 13, 2004
2. PCCD Resolution Dated June 8, 2004
3. Materials from September 21, 2004 Training Session for Trustee Candidates, including CCLC Trustee Handbook