FOCUSED MID-TERM 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

March 15, 2006

Judy E. Walters, President
Craig Hadden, Vice President, Instruction
and Accreditation Liaison Officer

Peralta Community College District Board of Trustees

Linda Handy, President, Board of Trustees
Edward W. Withrow, Vice President, Board of Trustees
Dr. William Riley, Trustee
Alona Clifton, Trustee
Marcie Hodge, Trustee
Cyril Gulassa, Trustee
Dr. Nicky Gonzalez Yuen, Trustee
Lisa Watkins-Tanner, Student Trustee
Rashad Andrews, Student Trustees
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Statement on Report Preparation

COLLEGE/DISTRICT PREPARATION:

On January 31, 2006, the Accrediting Commission for Community and Junior Colleges informed Vista Community College and the Peralta Community College District that it had “reviewed the progress reports submitted by College of Alameda, Laney College, Merritt College, and Vista Community College as well as the reports of the progress report Visit teams which visited the colleges and the District on Friday, October 28, 2005.” Further, the commission acted to accept the reports, remove the warning and required the colleges to submit a focused midterm report by March 15, 2006. The commission asked the colleges to work with the district to correct the deficiencies noted in two specific recommendations: integrated strategic planning; board of trustees’ and administrators roles and responsibilities including the dissemination of the information.

This report was prepared in the following way: The two focused “district recommendations” appear in the first section of this report. The second section of this report has all the recommendations from the original team visit in March 2003, including responses to other two “district recommendations.” (Those were unfunded liability and hiring of a permanent chancellor and stability of the district) The third part of Vista’s report is an update on our planning agenda since the 2003 self study, and the last section of the report looks to where the college will be by the time of the next self study.

The preparation of the college/district responses to the district recommendations began with the working material of the teams who had been assembled for the writing of the March 15, 2004, October 15, 2004, and the October 15, 2005 progress reports. That work was updated to include all actions that have occurred through the end of February 2006. The district information for this report was compiled through the office of research and institutional planning. This office worked with the other district service centers in collecting updated responses to the recommendations. The information was shared with the college teams working on those specific recommendations, the strategic planning steering/coordinating committee, and the chancellor. The report was shared with the board of trustees on March 14, 2006 at its regular meeting.

In preparation for the college-specific recommendations Vista assembled planning teams to address recommendations 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, and 13. These teams began working in September 2005 and in December 2005 submitted their written responses to the college accreditation liaison officer. In January, 2006, the accreditation liaison officer disseminated the report to all team members for final review. The current document was finalized at the beginning of March 2006.
## WORKING GROUPS DISTRICT/COLLEGE

**Recommendation #4: Integrated Planning**

### Faculty Representatives
- **Dr. Joseph Bielanski, Jr.**  Faculty Senate President/Vista & DAS President
- **Evelyn Lord**  Faculty Senate President/Laney
- **Gary Perkins**  Faculty Senate President/Alameda
- **Tom Branca**  Faculty Senate President/Merritt
- **Inger Stark**  At-Large
- **Anita Black**  At-Large
- **Michael Mills**  PFT President

### Classified Representatives
- **Nancy Cayton**  Classified Senate President/Vista
- **Muriel Montague**  Classified Senate President/Alameda
- **Wandra Williams**  Classified Senate President/Laney
- **Tony Hampton**  Classified Senate President/Merritt
- **Sheryl Queen**  Classified Senate President/District Office
- **Local 790 Rep**  (to be appointed)
- **Local 39 Rep**  (to be appointed)

### Administrative Representatives
- **Dr. Kerry Compton**  VP Student Services/Alameda
- **Dr. Elnora Webb**  VP Instruction/Laney
- **Linda Berry Camara**  VP Instruction/Merritt
- **Dr. Carmen Jordan-Cox**  VP Student Services/Merritt
- **Dr. Cecilia Cervantes**  College President/Alameda
- **Dr. Odell Johnson**  College President/Laney
- **Dr. Evelyn Wesley**  College President/Merritt
- **Judy E. Walters**  College President/Vista
- **Shirley Slaughter**  College Business Manager/Vista
- **Dr. Margaret Haig**  Vice Chancellor Educational Services

### Student Representatives
- **Lisa Watkins-Tanner**  Student Trustee
- **Rashad Andrews**  Student Trustee

### College Researchers (non-voting)
- **Gregory Gobliewski**  College of Alameda
- **Connie Portrero**  Laney
- **Anika Toussaint-Jackson**  Merritt

### Student Government Presidents (non-voting)
- **De’Borah Willis**  Associated Student Government President/Alameda
- **Melvin Haywood**  Associated Student Government President/Laney
- **Rashad Andrews**  Associated Student Government President/Merritt
- **Hamed Kazemi**  Associated Student Government President/Vista

### District Units (non-voting)
Recommendation #15 A & B: Board of Trustees and Administrators Roles and Responsibilities

Elihu Harris  Chancellor
Thuy Thi Nguyen General Counsel & Interim Vice Chancellor of Human Resources
Edward W. (Bill) Withrow Trustee
Judy E. Walters President, Vista Community College

Recommendation #11: Financial Allocation Model

Faculty Representatives
Dr. Joseph Bielanski, Jr. Faculty Senate President/Vista & DAS President
Evelyn Lord Faculty Senate President/Laney
Gary Perkins Faculty Senate President/Alameda
Tom Branca Faculty Senate President/Merritt
Claire Chapin Faculty Representative/Merritt
Anita Black Faculty Representative/Merritt
Dr. Tae-Soon Park Faculty Representative/Merritt
Shirley Coaston Faculty Representative/Laney
Loretta Hernandez Faculty Representative/Laney
Helene Maxwell Faculty Representative/Alameda
Joan Berezin Faculty Representative/Vista
Dr. Gabriella Pisano Faculty Representative/Vista
Michael Mills PFT President

Administrative Representatives
Dr. Kerry Compton VP Student Services/Alameda
Dr. Elnora Webb VP Instruction/Laney
Linda Berry Camara VP Instruction/Merritt
Patrick Kriwanek Dean of Instruction/Laney
Dr. Mario Rivas VP Student Services/Vista
Dr. Craig Hadden VP Instruction/Vista
Dr. Gloria Vogt Instructional Dean/Vista
Carlos McLean VP Student Services/Laney
John Al Amin College Business Manager/Laney
Connie Willis College Business Manager/Alameda
Shirley Slaughter College Business Manager/Vista
Dr. George Herring College Business Manager/Merritt
Classified Representatives
Paula Coil   Coordinator-Matriculation & Assessment/Vista
Helena Lengel   Science Lab Technician/Alameda

District Representatives
Thomas Smith   Chief Financial Officer
Dr. Margaret Haig  Vice Chancellor Educational Services
Howard Perdue   Associate Vice Chancellor for Enrollment and Student Services
Jeffrey Heyman   Director of Marketing
Alton Jelks   Associate Vice Chancellor and Special Assistant to the Chancellor
Sheryl Queen   District Classified Senate President
Kashi Yamashita  Executive Assistant - Finance

Recommendation #12: Long-term Liability Planning
Edward W. (Bill) Withrow   Trustee
Elihu Harris   Chancellor
Tom Smith   Vice Chancellor Finance
Michael Mills   PFT President

Recommendation #1: Revise and Evaluate Institutional Practices and Policies
Judy E. Walters   College President/Vista
Tina Vasconcellos  EOPS Counselor
Dr. Linda McAllister  Sociology Instructor
Joan Berezin  Global Studies Instructor
Terry Tricomi   Administrative Assistant/President’s Office

Recommendation #2: Annual Action Plan
Dr. Mario Rivas   VP of Student Services
Dr. James Garrett  Director of CITD
Dr. Gloria Vogt   Instructional Dean/Vocational
Jenny Lowood  Department Chair, English
Cleavon Smith  English Instructor
Dr. Laura Ruberto  Humanities Instructor

Recommendation #3: Research and Planning
Hermia Yam   Dean of Student Support Services
Tina Vasconcellos   EOPS Counselor
Dr. Craig Hadden  VP of Instruction
Nancy Cayton   Classified Senate President

Recommendation #5: Program/Discipline Review
Jayne Matthews  Curriculum Committee Chair
Dr. Gloria Vogt  Instructional Dean/Vocational
Dr. Joseph Bielanski  Faculty Senate Co-President
Dr. Faye Wimberley  Political Science Instructor
Jenny Lowood  Department Chair, English
Dannille Font  Multimedia Arts Instructor
Recommendation #6: Library
Barbara Dorham Librarian
Joshua Boatright Librarian
Jasmine Martinez Staff Assistant/VP of Student Services’ Office
Terry Tricomi Administrative Assistant/President’s Office
Dr. Laura Ruberto Humanities Instructor

Recommendation #7: Tenured Faculty Review
Dr. Gloria Vogt Instructional Dean/Vocational
Jenny Lowood PFT Representative
Joe Doyle PFT Representative
Dr. Joseph Bielanski Faculty Senate Co-President

Recommendation #8: Process for Prioritizing Faculty and Staff Hiring
Dr. Craig Hadden VP of Instruction
Jenny Lowood Department Chair, English
Dr. Katherine Kocel Psychology Instructor
Dr. Mario Rivas VP of Student Services

Recommendation #9: Safe and Secure College Environment
Shirley Slaughter Business Manager
Nina Kindblad Learning Disabilities Specialist
Marilyn Montague SEIU Representative
Lynn Massey Staff Assistant/DSPS
Dr. Pieter de Haan Biology Instructor
Dr. Siraj Omar Chemistry Instructor

Recommendation #10: Strategic Technology Plan
Dr. Gloria Vogt Instructional Dean/Vocational
Dr. P. Thananjeyan Programming/CIS Instructor
Vincent Koo IT Network Coordinator
John Pang Staff Services Specialist/Fiscal
Jim Ward Instructional Assistant/LRC Coordinator
Pat Nomura Alternative Media Specialist

Recommendation #13: Communication of Financial Management Information
Shirley Slaughter Business Manager
Allene Young Counselor
Dr. Craig Hadden VP of Instruction
Dr. Joseph Bielanski Faculty Senate Co-President
Summary:

Vista has worked closely with the district on the district integrated planning recommendation process and at the college in its local planning responsibilities. The college has responded from its own perspective regarding its collaboration with district functions and board perspectives in these areas. The recommendations dealing with board of trustee functions and the roles and responsibilities of administrators have been discussed in numerous meetings between the college and district including trustees, the chancellor and the president’s council. The medical liability recommendation has been resolved and will serve the district well. A financial allocation formula recommendation has been forwarded to the district academic senate and the district budget advisory committee for final review and comment. When the consultation has been completed, the allocation formula will be forwarded to the chancellor. The resulting document addresses the four district recommendations and all college recommendations in the evaluation report received May 5, 2003.

Documents in support of conclusions drawn are listed at the end of each recommendation and are available for review at the college’s web site www.peralta.edu/vista.

Signed:

___________________________
Judy E. Walters
President
Vista Community College
TIMELINE FOR REPORT PREPARATION

Organizational Meetings of Response Units       January 2005-ongoing

Appointment of Accreditation Steering Committee  Ongoing

January 2005       Jan. 13, 2:00-4:00 p.m. District-wide Planning Meeting

Appointment of College Accreditation Recommendation Response Teams

September 2005    Completed December 2005

Ongoing Integrated Strategic Planning since October 15, 2005

October 2005

Oct 10, 3-5pm District-wide planning meeting – draft strategic plan
Oct 11, Strategic planning progress report to board for action
Oct 19, Professional development day (faculty & staff) – strategic planning
Oct 24, 3-5pm District-wide planning meeting
Oct 28, Accreditation team visit

Summary of October Activities

SPSC: Two meetings of the strategic planning steering committee were held. The topics were to finalize the draft strategic plan, to prepare for the October 19 professional development day strategic planning input sessions, and to develop the implementation approach.

College Outreach: The steering committee organized and implemented an interactive segment of the October 19, 2005 professional development day on the Draft strategic plan. Committee members assisted in facilitating interactive break-out group discussions. The results were used to refine the strategic plan process and document.

Plan Document: The board of trustees reviewed and approved the strategic plan and the proposed implementation Team approach.

November 2005

Nov 7, 3-5pm       District-wide planning meeting
Nov 14, 1:30pm     Moore, Iacofano, Goltzman Inc.(MIG, Berkeley), chancellor, associate vice chancellor of institutional research and development
Nov 21, 3-5pm      District-wide planning meeting

Summary of November Activities

SPSC: Two meetings of the strategic planning steering committee were held. Steering Committee members developed an implementation approach to engage an existing committee and a broad cross-section of district employees in developing detailed
implementation strategies. The first meeting developed a methodology for creating the committees, and applied this methodology to the “Enhancing Awareness and Visibility” strategic direction to develop the implementation team. The second meeting used the methodology to develop committee compositions for the remaining six strategic directions. The second meeting also served to conduct debriefing of the accreditation team visits and to discuss the process for linking the budget to the strategic plan. Products included implementation principles, team composition, and implementation roles and responsibilities.

**December 2005**

Dec. 2, 9am MIG, chief financial officer, vice chancellor of educational services, assistant vice chancellor of institutional research
Dec. 5, 3-5 pm. District wide planning meeting
Dec. 16, 9-10:30 am. MIG, college representatives

**Summary of December Activities**

SPSC: The strategic planning steering committee met once. The purpose was to make specific assignments to constituency groups to appoint representatives to the implementation committees. The committee also outlined an approach for conducting the January 11, 2006, professional development day activities related to the strategic plan.

College Outreach: Representatives of the four colleges met with the strategic planning consultant to prepare the professional development day presentation. Each college developed an approach for presenting the strategic planning process and directions during the college segments of the flex day activities.

**Strategic Planning 2006**

**January 2006**

Jan 11, College flex day – strategic planning presentations
Jan 23, 3-5pm District-wide planning meeting
Jan 26, 1-2:30pm A1 Design: vice chancellor of educational services, assistant vice chancellor of institutional research, district academic senate president, chief financial officer, MIG

**Summary of January Activities**

SPSC: The strategic planning steering committee met once in January. The purpose was to assess the status of the implementation team formation process and to finalize the co-chairs of the implementation groups. Each team is co-chaired by a college and a district administrator to ensure balance and to model a collaborative approach to planning.

College Outreach: Each college presented an overview of the strategic plan and the implementation approach at the January 11, 2006, flex day.
Implementation Teams: The college presidents and chancellor appointed co-chairs to the seven initiatives, and the constituency organizations and existing committees appointed the team members.

February 2006

Feb 1, 3:30-5pm chancellor, service center directors
Feb 6, 9:30am associate vice chancellor and special assistant to the chancellor, MIG, associate vice chancellor of institutional research; 11am MIG, director of marketing

Implementation Teams formed
Feb 9, 1-4pm Training of the implementation team co-chairs
Feb 13, 3-5pm district-wide planning meeting; implementation team meetings

Summary of February Activities

SPSC: The strategic planning steering committee met once. The purpose was to discuss a process for implementing strategy A1: developing a coordinating educational strategic approach across the four colleges. The committee discussed an approach that would build on: the district and college strategic plans; program review data; and the colleges education master plans. A timeline was developed to involve college and district educational leadership in the developing a coordinated strategy that would highlight “signature programs” at each college and coordinate and/or re-orient programs of declining community need. The committee discussed how the results of Strategy A1 would be used as inputs to educational master plan updates and potential bond-funded facilities and equipment upgrades.

Implementation Teams: The team compositions were finalized. A facilitation and team process training was conducted for the team co-chairs. Co-chairs met to develop scheduling and other team organizational supports such as note-taking and scheduling.

March 2006

Implementation team meetings
Mar 14, 7pm Report to Board
Mar 15, Report to WASC

First Draft of College Responses December 2005
Final Draft of College and District Responses February 28, 2006
Editing and Final College Review of Report March 6, 2006
Report to District Office March 8, 2006
Report Presented at Board Meeting March 14, 2006
Report Mailed to commission March 15, 2006
Report Due to commission March 15, 2006

Future strategic planning Meetings

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Time</th>
<th>Event Description</th>
</tr>
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<tr>
<td>March</td>
<td>Mar. 6</td>
<td>3:00-5:00 p.m.</td>
<td>District-wide planning meeting</td>
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<tr>
<td>April</td>
<td>April 3</td>
<td>3:00-5:00 p.m.</td>
<td>District-wide planning meeting final strategic plan</td>
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<td>May</td>
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<td>District-wide planning meeting</td>
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<tr>
<td>August</td>
<td>Aug 14</td>
<td>3:00-5:00 p.m.</td>
<td>District-wide planning meeting strategic plan</td>
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<tr>
<td>September</td>
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<td>3:00-5:00 p.m.</td>
<td>District-wide planning meeting</td>
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<td>October</td>
<td>Oct. 16</td>
<td>3:00-5:00 p.m.</td>
<td>District-wide planning meeting</td>
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<tr>
<td>November</td>
<td>Nov. 13</td>
<td>3:00-5:00 p.m.</td>
<td>District-wide planning meeting</td>
</tr>
<tr>
<td>December</td>
<td>Dec. 4</td>
<td>3:00-5:00 p.m.</td>
<td>District-wide planning meeting Plan evaluation plan</td>
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RESPONSE TO RECOMMENDATION FOUR

4. The team recommends that a district-wide plan and an implementation process should 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 communities served by the district. The plan should include identified institutional outcomes with criteria for evaluation on a periodic basis. It is recommended that the district-wide plan integrate the educational master plans and program reviews of the colleges. The chancellor should ensure that the plan and ongoing planning processes are communicated throughout the district. (Standards 3.B.1, 3.B.3, 3.C.3, 10.C.1, 10.C.6, 1996 Standards of Accreditation)

DISTRICT RESPONSE

Peralta Community College district, consisting of College of Alameda, Laney College, Merritt College, and Vista Community College, recognizes that having an integrated strategic plan as recommended by the visiting team is critical to the success of our students and the future of our colleges. As such, the board of trustees, chancellor, presidents, faculty members, and staff are all committed to ensuring that this plan is created, widely disseminated, and implemented.

The response that follows incorporates the material presented in the October 15, 2004 and October 15, 2005 progress reports and the work that has been done through March 15, 2006.

Background of District-wide Strategic Plan Steering Committee

In October 2004, the colleges and district responded to this recommendation with a proposed model that involved the Council on Instruction, Planning, and Development (CIPD). In that report, the district indicated that the governance body at each college campus would review the model. Subsequently, in November of 2004, the steering group proposed that the colleges consolidate their recommendations through a consultative process to prepare for strategic planning that would begin in the spring of 2005. Through the consultative process it became apparent that the strategic planning process would need to encompass a larger and more representative shared-governance group than the CIPD.

In light of this finding, the chancellor of the Peralta Community College District in January 2005, called for the establishment of a strategic planning steering committee comprised of representatives from College of Alameda, Laney College, Merritt College, Vista Community College and staff from the district office. An “interim” steering committee determined the specific membership of the official steering committee. This official committee includes 23 voting members and 17 nonvoting ex officio members. The membership represents the desire to have an effective cross section of the colleges representing all constituencies as well as to ensure that the strategic planning of the four
colleges, based on educational master plans and program reviews, drives the actions developed from the strategic planning process. Critical to the effectiveness of the committee and the integrative planning process is inclusion of representatives from the various district service centers.

The initial charge of the steering committee was as follows:
1) to establish a strategic planning process;
2) to identify key issues (initiatives) for inclusion in the plan; and
3) to ensure that the planning process interfaces well with the four colleges and the individual planning processes at each college.

Strategic planning Steering Committee

The initial interim steering committee, comprised of individuals from the four colleges and the district office, held their first planning session on January 13, 2005. The associate vice chancellor for research and institutional development, and the associate vice chancellor and special assistant to the chancellor, facilitated the initial planning sessions. The group accepted the core charge of reviewing possible scenarios for strategic planning and for determining at what point the district would secure the services of an outside planning consultant/facilitator. The group also undertook the task of reviewing steering committee membership to ensure that it reflected the various constituencies of the colleges and that the appropriate constituencies appoint members to the steering committee (i.e., college administrators, district classified senate, and district academic senate). A shared governance committee creates “buy-in” from the various constituencies, as well as provides a vehicle for communication throughout the district.

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

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

In March 2005, the steering committee and the chancellor launched a request for proposal for a planning consultant. In June 2005, following Board approval on June 14, the district contracted the firm of Moore, Iacofano, Goltsman Inc. (MIG, Berkeley) to
facilitate the planning process. The RFP review process included representatives of the steering committee in concert with the chancellor. The committee reached consensus on the decision.

The strategic plan Steering Committee with the assistance of MIG accomplished the following:

- A follow-up retreat for the board of trustees on June 24 and 25, 2005. (The initial retreat took place November 2004, at which time the board reviewed their role as a governing board.) At the June 2005 retreat, the board addressed overall issues and priorities of the district that provided guidance to the strategic planning process and produced 12 general goals for the district;
- The strategic plan steering committee continued to meet with MIG facilitating. At the planning session, the committee worked through consensus to reach a priority list of issues that the colleges and district office needed to address based on the 12 goals set by the board and added a 13th goal, human resource development;
- Informational and feedback sessions were conducted at each of the four colleges during July/August 2005 to present the general district goals to the leadership team at each college to obtain college responses to these goals and ways in which the district goals also reflected the college goals and vice versa;
- Town hall planning meetings were conducted at each of the four colleges in July and August 2005. During these meetings, members of the general college community provided wider input on the issues and priorities they thought needed to be addressed through the planning process in relation to the seven general goals;
- By late August, the steering committee using the information from the colleges and the board meetings, developed a draft framework and strategic directions for the strategic plan, which combined the initial 13 goals into 7 broad district goals with six initiatives that organizationally could be tied to the district service centers;
- On September 12, 2005, this initial draft framework with strategic directions for the seven broad district goals was developed for presentation and discussion with the board of trustees at their meeting on September 27. An updated draft strategic plan framework was presented to the board of trustees on October 10;
- On October 11, 2005, the board of trustees approved Peralta’s draft strategic plan.
- On October 19, 2005 flex day, at the direction of the chancellor, the entire district (faculty, classified staff, administrators and student leaders) was invited to assemble to review progress made to date on integrated strategic planning, and participants had the opportunity to provide input on the draft strategic plan. The day began with presentations in the Laney theatre by the chancellor and the various constituencies of the district including students and union representatives. The large group broke into smaller groups to review and provide input on the seven strategic directions and the proposed initiatives relative to each. The work from the individual groups was recorded both to be reported out in a closing general session, as well for use to finalize the strategic planning framework.
- During the months of November and December 2005, prior to the winter holiday break, work was done to finalize the membership of the steering committees, one
for each of seven strategic directions. Administrators from the colleges and from the district service centers co-chaired these teams.

- After the three-week holiday break and the start of the spring semester, the district steering committee met on January 23, 2006, to review the role and purpose of the planning teams. A special meeting was held with the chancellor on February 1, 2006, to review phase two of the planning process, which included final identification of the co-chairs, solidification of committee members, and a timeline for the implementation process. The timeline is available in the documents section.

- On February 9, 2006, a three-hour training session for the co-chairs of the seven planning teams was conducted with MIG facilitating. There was a specific charge for the co-chairs to refine the strategic initiatives to avoid duplication, provide greater clarity, as well as to make the initiatives realistic. The co-chairs were further charged with pulling their teams together for a first meeting. MIG will continue to provide expertise in each of the first couple of meetings of the planning teams.

- On February 14, 2006, the board of trustees renewed the contract of MIG to facilitate phase 2 of the planning process. MIG will continue to work with the steering committee, the seven implementation teams, the board of trustees in their planning work sessions, assist in the compilation of data for an updated environmental scan report, and assist in the preparation of quarterly and annual reports on the progress of Peralta’s strategic planning.

- The next steering committee meeting will be March 20, 2006, at which time there will be reports from the planning teams.

**District Office Integration Activities and strategic planning teams**

Concurrent with the strategic planning process, a number of activities have been in place that reflect the efforts of the district/colleges to integrate all needs and concerns in the planning and decision-making process. The following is a list of the committees for the seven strategic directions, noting the many instances wherein existing committees took on the action planning for one of the seven strategic directions and the resulting actions. This layout provides and opportunity to show the organizational framework for the strategic directions. A listing of the members of each committee is available in the documents.

1. “Improving the Effectiveness of district-wide Communication, Coordination, and Collaboration”

The chancellor holds monthly meetings with a variety of groups to seek their input and direction:

- Group of Advising Faculty (GAF);
- Chancellor’s policy advisory committee (CPAC);
- President’s council (with college presidents); and
- Executive cabinet (presidents and district office department heads).

The agenda for all meetings includes the opportunity for participants to share ideas and concerns and to solicit discussion and advice in an open and free-flowing dialogue.
CPAC will address the strategic direction, “Improving Effectiveness and District-wide Communication, Coordination, and Collaboration.” This committee is comprised of the leadership of the various constituencies and makes it an ideal team to take on the planning for this strategic direction. In a district with four colleges, communication, coordination, and collaboration are so critical that the chancellor himself will be chairing this team.

2. “Enhancing Resources and Budget Processes”

The chancellor and/or the district chief financial officer convene meetings to ensure integration of ideas and needs throughout the budget process, including the following:

- Budget advisory committee, comprised of representatives from each college;
- Monthly meetings the district chief financial officer holds with the colleges’ business managers; and
- The Budget allocation formula task force.

The district budget allocation task force met regularly and set an agenda recommending a budget allocation formula to appropriate constituencies and to the chancellor. This was accomplished as of February 27, 2006. With the forwarding of the recommended budget allocation formula, this committee completed its charge. The continued work on the budget, resource allocation, and enhancement of resources will be undertaken by the district budget advisory committee.

Because the district budget allocation task force and the existing district budget advisory committee are shared governance committees and are addressing budget planning, the membership from these committees has been combined and will undertake the full breadth of strategic planning for the strategic direction, “Enhancing Resources and Budget Processes.” The president of Merritt College, the vice president of instruction at the College of Alameda, and the district chief financial officer will co-chair this committee. One component of the action plan, beyond a budget allocation formula, is to work on a proposition 39 bond measure for the June 2006 voter ballot. This bond seeks to address the facilities needs and plans of the four colleges, which are based on college educational planning, for which sufficient funding does not exist. The emphasis of the bond will be building renovation, furniture and equipment for instructional and student services needs. This bond also will be addressed in the initiative “Leveraging Information Technology” and the initiative “Creating Effective Learning and Working Environments,” since it is a collaborative effort. If the bond passes it also will have impact on strategic initiative “Enhancing Access and Student Success.”

3. “Enhancing Access and Student Success”

The Council on Instruction, Planning, and Development (CIPD) has been in existence for over fifteen years. Each college has a curriculum committee per education code and board policy guidelines that is the direct responsibility of the college academic senates. CIPD, with representatives from each college and staff from the district, coordinates the curriculum on a district-wide basis, provides the information to the board for final adoption and submits paperwork to the state chancellor’s Office. This committee has the
current reputation of being a model district-wide committee that provides leadership and guidance and helps to facilitate college decisions. The vice chancellor of education services facilitates this committee.

CIPD has a planning and development emphasis and therefore its membership has provided the foundation for the strategic planning team, “Enhancing Access and Student Success.” This planning team also will include membership from the district matriculation committee and pertinent college committees (i.e., basic skills committees, learning lab committees, student learning outcomes/assessment committees, etc.). The president of Vista and the district vice chancellor of educational services will co-chair this committee.

4. “Creating Effective Learning and Working Environments”

The colleges/district, in spring of 2005, established a Peralta Community College District facilities advisory planning committee. This group functions following the model of the (CIPD) and represents the college facilities committees and the district service centers. The facilities advisory group has established their guidelines and purpose as well as areas of responsibility. The Laney College president and the district executive district director of general services co-chair this committee, which contains five voting members from each college. The manager and staff from the district facilities department will staff this committee. This committee functions as a coordinating body of all facilities projects and makes recommendations to the chancellor for the trustees committee on facilities. The committee agreed at a meeting held September 20, 2005, that the criteria for projects would be the same criteria used by the state chancellor’s Office and the college’s educational master plan.

College representatives from the district facilities advisory planning committee made a detailed presentation to the board of trustees at a December 3, 2005 board retreat. The presentation provided an extensive listing of facilities needs based on the colleges’ educational plans. The data from this presentation will provide the necessary information for developing a proposition 39 bond measure.

Because of the roles and responsibilities of the district facilities advisory planning committee, this committee will be responsible for the strategic initiative, “Creating Effective Learning and Working Environments.”

5. “Enhancing Awareness and Visibility”

The district marketing department convenes monthly meetings with the public information officers from each college to develop coordinated marketing efforts, participation in community events, and general community outreach.

This district marketing department group has been expanded to include greater college representation and has been charged with planning for the strategic initiative, “Enhancing Awareness and Visibility.” Initial work will focus on heightening awareness and visibility as the proposition 39 bond moves forward. This committee also has been charged with action planning which will address underrepresented communities. This
planning team is co-chaired by the vice president of instruction at Laney College and the district executive director of marketing.

6. “Leveraging Information Technology”

The information technology department has a steering committee for the implementation of the new PeopleSoft system. This group meets at least twice a month (more often as needed) to help guide the migration to the new system, which will impact all the technology needs of the colleges, including finance, student services, business management, and so forth. Further, the district has established a “fit-gap” team, comprised of faculty and classified staff, to address the “fit” and the “gaps” in the PeopleSoft student administration system.

The existing steering committee for the PeopleSoft implementation and the “fit gap” team are not broad enough to address all technology needs throughout the district. As a result the strategic planning steering committee created a new committee/planning team to provide planning and implementation of the strategic direction, “Leveraging Information Technology.” The team is comprised of representatives from the college technology committees and additional faculty who have significant involvement with technology at the colleges. This planning team is co-chaired by the vice president of student services at the College of Alameda and the district chief information officer.

7. “Developing Our Human Resources”

The human resources (HR) department provides all the necessary support to the colleges and district in a variety of areas: recruitment, selection and performance evaluation of employees; risk management; safety policy; employee relations and employee benefits; safety and police services; and faculty and staff development. The interface between the district human resource department and the colleges has been quite good for the last three years.

The HR department has embarked on a systematic and integrated human resources planning process through the district HR Committee, addressing the strategic direction, “Developing our Human Resources.” The co-chairs for planning in this area are the president of the College of Alameda, the acting district vice chancellor of human resources, and the district manager of human resources. The purpose of the committee is to address the areas of improvement that the strategic planning steering committee identified from their town-hall meetings at each of the four colleges.

One of the areas identified by the colleges is the need for training of managers. To implement this component of the strategic plan, the human resources department is coordinating a managers’ training program beginning on July 10, 2006 in conjunction with the other five district service centers. The chancellor will open the training with a review of the integrated strategic plan. He also will communicate his priorities for the managers in light of the integrated strategic plan. Each of the directors of the six district service centers will speak to how their respective service centers assist the four colleges. The district vice chancellor for finance (district chief financial officer) will also provide information regarding the budget allocation model. The presentations by the six service centers will be an opportunity to repeat, orally and in writing, the operational
responsibilities and functions of the district and those of the colleges. The training program then will be converted into a new managers’ college, which will be conducted every February and July for new managers. Current managers may attend the trainings as a refresher course.

As a method of implementing the strategic plan and setting priorities district-wide, managers are currently evaluated based on the seven strategic directions established in the strategic plan. These evaluations were concluded by March 15, 2006.

Summary

The district-wide strategic plan integrates not only the educational, financial, physical and human resources of the district, but also marketing and information technology. These areas are important to the health and success of the colleges in attracting students and providing them with state of the art technology thereby ensuring successful learning. From the very beginning the planning process has been inclusive of the four colleges and the communities served by the district. This is evident from the attendance, participation and membership of the various meetings. The plan integrates the educational master plans and program reviews of the four colleges. In order to communicate this plan and ongoing planning processes throughout the district, town-hall meetings were conducted at each college, informational and focus group sessions conducted during flex days, meetings took place with college leadership teams, and a new planning Website under construction. These communications will continue to ensure that we receive feedback to fine tune the process. The final plan will include institutional and district outcomes and will include criteria to evaluate them. Annual reports will be provided to the steering committee and the chancellor, and the board of trustees.

As reported in October 2005, every department of the district office undertakes a range of integrated activities and a report is available in the documents section. The shift to strategic planning teams for each of the seven strategic directions, for the most part, was built on already existing district-wide committees.

Strategic Planning Committees/Teams

All seven strategic planning committees/teams have been presented above. For each planning team, the goal is to consider a range of issues and options and work toward decisions that are mutually agreeable to the colleges, district office representatives, as well as the other constituency and professional perspectives and the community. Each team will 1) provide college input to decisions with district wide impact; 2) report recommendations and decisions back to the colleges; 3) develop recommendations for the chancellor on key issues; and 4) follow up on decisions to assess implementation progress.

These planning teams serve as a venue for deliberation for all key stakeholders within a shared governance context. The committees have short term (2005-2007) and ongoing roles:

- Short-term (2005-2007): implementing the strategic plan framework in a way that meets the needs of the colleges and the district service centers while addressing the needs of the communities the district serves.
• Ongoing: serving as the standing bodies for district-wide deliberation for each of the seven strategic directions.

Each planning team will develop an annual schedule of activities for its strategic direction, focusing on milestones in the deliberative process such as college/district outreach, providing recommendations to the chancellor, reporting back to the colleges, etc. Each planning team will solicit their constituencies’ perspectives and report back results. A consensus approach is used to hear all views and arrive at mutually agreeable solutions. These planning teams in time will become a regular part of the district organizational culture and over time will achieve even greater effectiveness.

**Board of Trustees and strategic planning**

The board of trustees embraced the spirit of the recommendation addressing integrated strategic planning and convened three board planning sessions:

- March 4 and 5, 2005;
- June 24 and 25, 2005; and
- July 26, 2005.

At the special retreats, board members had the opportunity to engage in a dialogue about the benefits of strategic planning and to express their thoughts about what the district’s plan should include. The first planning meeting, which a member of the board and staff facilitated in March, laid the groundwork for a second planning session in June.

At the June retreat, with MIG facilitating, the trustees identified 12 strategic planning areas:

1. Integrated strategic plan;
2. Student success;
3. Increase enrollment;
4. Student support services;
5. Fiscal stability and sustainability;
6. Accountability systems;
7. Access;
8. Quality Programs;
9. Physical facilities and infrastructure;
10. Partnerships;
11. Board development; and
12. district image and identity.

(The strategic planning steering committee added a 13th strategic planning area, human resource development, which the board accepted on July 26, 2005.)

Members of the board of trustees agreed that “Tonight’s meeting was designed to take a first look in order for the district’s service centers to have a set of action plans and priorities that would form the district integrated strategic plan and this would guide future budgeting decisions and priorities.”

The 13 strategic planning areas were presented to the strategic planning steering committee for consideration when developing the district-wide integrated plan.
A suggestion that the district reformulate the original 13 planning directions into seven strategic directions was proposed. In September 2005, the steering committee accepted the seven strategic directions.

The strategic planning process will continue through 2006 and beyond. During this period, not only will strategic initiatives be continually refined, but also the processes and procedures of the district office will be adjusted and reshaped to meet more effectively the specific needs of the colleges as the seven planning teams formulate and implement action plans. Furthermore, the steering committee will develop criteria to evaluate progress made on the strategic plan. The budget process, as one example, has the goal of being as transparent as possible. The chancellor’s budget advisory committee is a major component of this “reshaping” of how the district develops the budget, and led by the vice chancellor for finance (district chief financial officer), the budget allocation task force, many of whose members also serve on the budget advisory committee, will continue to refine the budget process on an ongoing basis. (See budget model.)

Overall, the members of the strategic plan steering committee, the chancellor, and the board of trustees have committed themselves to pursuing strategic planning as the foundation of change throughout the district. The core goal of full integration of the activities of the district office with the needs, missions, and educational plans of each college is well underway. The steering committee and the college constituencies are equally committed to the long-term development and implementation of strategic initiatives and action planning. In addition, ongoing evaluation and assessment are critical to integrated strategic planning.

**ANALYSIS OF RESULTS ACHIEVED TO DATE:**

1. As reported on October 15, 2005, approximately 40 meetings occurred concerning strategic planning with the steering committee and/or each college community between January and October 2005. Meetings have continued through and until the writing of this report, but were interrupted by the three-week winter holiday break and the beginning of the spring 2006 semester.
2. The district retained a planning consultant who has the experience and expertise to provide excellent support for the planning process and the board of trustees on January 24, 2006 renewed the consultant’s contract for an additional 18 months;
3. Meetings are planned through December 2006, and the district anticipates that a final strategic plan will be in place by May 2006. Strategic planning is an ongoing process, and as this report is being written. The colleges are implementing their strategic plans and are at different levels in their processes. Further implementation of the district integrated plan will occur in fall 2006, with ongoing assessment, evaluation, refocusing, and redesigning.
4. The district is developing a shared mission, vision, and values statement in conjunction with the four colleges;
5. The district has renamed departments of the district office as “service centers,” and they have each identified steps and integrated activities undertaken during 2005 that involved and included the colleges in their work. Existing district-wide committees have been used to create planning teams for the seven strategic
directions. The service centers have been paired with the initiatives in the following way:

- “Enhancing Access and Student Success” – educational services;
- “Creating Effective Learning Environments” – general services
- “Enhancing Resources and Budget Processes” – finance and budget
- “Developing our Human Resources” – human resources
- “Enhancing Awareness and Visibility” – marketing, public relations and communications’ and
- “Leveraging Information Technology” – information technology

6. At least two, and in some cases, three integrated planning meetings occurred at each college;
7. The district office prepared and updated planning binders that include all planning materials, notes, and background information for each member of the steering committee;
8. The district integrated process has identified seven initiatives as the core of the strategic plan;
9. Planning teams have been formed, the co-chairs have been trained in facilitating those teams, and initial meetings will occur by the end of February with plans to be completed by the end of May for continued implementation in fall 2006; and
10. The process will include ongoing reports to the board standards and management committee, which will monitor the progress of strategic planning and implementation, and will schedule regular reports to the full board of trustees.

**COLLEGE RESPONSE**

In addition to faculty, staff, and administrators being intimately involved in the district-wide strategic planning process, Vista Community College has also participated in an ongoing college planning process. On October 15, 2004, Vista held a college-wide appreciative inquiry summit (or retreat) and collaboratively drafted new vision, mission, and values statements and five important strategic intentions or initiatives. Seventy-two people—faculty (both contract and adjunct), classified personnel, administrators, and students—participated in the whole system approach to change.

On January 12, 2005, the college community met again to review and affirm the new vision, mission, and values statements. On April 7, another meeting was held to finalize the vision statement. All of this consultative work was a continuation of building on Vista’s past and current strengths and successes as experienced by the people in the system. The participants also worked collaboratively to develop five important strategic intentions or initiatives to realize the statements. The Peralta board of trustees adopted Vista’s new mission statement on April 12, 2005.

Concurrently, the steering committee working on student learning outcomes/assessment finalized Vista’s general or institutional student learning outcomes, as well as definitions of those outcomes from an instructional focus. The SLO/assessment steering committee now is developing rubrics for institutional student learning outcomes, looking at the use of portfolios as a method of institutional assessment. The committee is working with key college instructional programs to address the institutional outcomes and their integration into these programs and the assessment of students in these programs. Student services is
providing definitions of the institutional student learning outcomes which will provide student learning outcomes for the various student services areas and will include methods of assessment and evaluation.

The college has presented all of its planning materials to the district committee on strategic planning and to the consultants. Vista has been very involved in both short-term and long-term planning as the college prepares to move into the new campus at 2050 Center Street. The college has created a strategic integrated framework, which will be updated regularly, and that includes the following: strategic activity, progress to date, future actions, timeframe, people responsible, and ties of Vista’s strategic planning to district strategic planning.

**Action Plan**

The district-wide strategic plan steering committee (SPSC) has been meeting and will continue to meet once a month to hear reports from the seven implementation teams. The schedule since October 2005 is as follows:

**Documents**

- Letter from presidents to planning committee February 8, 2005;
- Planning process;
- Roster of steering committee;
- List of planning meetings;
- Shared mission, vision, and values statements;
- Reports by department of integrated actions during past year;
- Diagram of planning process;
- Minutes of board of trustee retreats;
- Strategic initiatives;
- Minutes from CIPD;
- Approved curriculum for 2004/05 sent to trustee;
- Draft of guidelines for the district-wide facilities advisory committee;
- Agendas and minutes from Peralta Community College District facilities advisory planning committee;
- Timeline of strategic planning Process
- Vista Community College planning document, “Imagine Vista At Its Best”
- Vista Community College mission, vision, and values statement
- Vista Community College mini-case study on an appreciative approach to strategic planning/learning.
- Vista Community College committee structure
- Draft of Vista Community College’s institutional student learning outcomes.
- Vista Community College strategic integrated framework
- Peralta Community College District budget model
Strategic Planning 2005

October 2005

Oct 10, 3-5pm District-wide planning meeting – draft strategic plan
Oct 11, Strategic planning progress report to board for action
Oct 19, professional development day (faculty & staff) – strategic planning
Oct 24, 3-5pm district-wide planning meeting
Oct 28, Accreditation team visit

Summary of October Activities

SPSC: Two meetings of the strategic planning steering committee were held. The topics were to finalize the draft strategic plan, to prepare for the October 19 professional development day strategic planning input sessions, and to develop the implementation approach.

College Outreach: The steering committee organized and implemented an interactive segment of the October 19, 2005 professional development day on the draft strategic plan. Committee members assisted in facilitating interactive break-out group discussions. The results were used to refine the strategic plan process and document.

Plan Document: The board of trustees reviewed and approved the strategic plan and the proposed implementation Team approach.

November 2005

Nov 7, 3-5pm District-wide planning meeting
Nov 14, 1:30pm Moore, Iacofano, Goltsman Inc.(MIG, Berkeley), chancellor, associate vice chancellor of institutional research and development
Nov 21, 3-5pm District-wide planning meeting

Summary of November Activities

SPSC: Two meetings of the strategic planning steering committee were held. Steering Committee members developed an implementation approach to engage an existing committee and a broad cross-section of district employees in developing detailed implementation strategies. The first meeting developed a methodology for creating the committees, and applied this methodology to the Enhancing Awareness and Visibility strategic direction to develop the implementation team composition. The second meeting used the methodology to develop committee compositions for the remaining six strategic directions. The second meeting also served to conduct debriefing of the accreditation team visits and to discuss the process for linking the budget to the strategic plan. Products included implementation principles, team composition, and implementation roles and responsibilities.
December 2005

Dec. 2, 9am    MIG, chief financial officer, vice chancellor of educational services, assistant vice chancellor of institutional research
Dec. 5, 3-5 pm. District wide planning meeting
Dec. 16, 9-10:30 am. MIG, college representatives

Summary of December Activities

SPSC: The strategic planning steering committee met once. The purpose was to make specific assignments to constituency groups to appoint representatives to the implementation committees. The committee also outlined an approach for conducting the January 11, 2006, professional development day activities related to the strategic plan.

College Outreach: Representatives of the four colleges met with the strategic planning consultant to prepare the professional development day presentation. Each college developed an approach for presenting the strategic planning process and directions during the college segments of the flex day activities.

Strategic Planning 2006

January 2006

Jan 11, College flex day – strategic planning presentations
Jan 23, 3-5pm District-wide planning meeting
Jan 26, 1-2:30pm A1 Design: vice chancellor of educational services, assistant vice chancellor of institutional research, district academic senate president, chief financial officer, MIG

Summary of January Activities

SPSC: The strategic planning Coordinating Committee met once in January. The purpose was to assess the status of the implementation team formation process and to finalize the co-chairs of the implementation groups. Each team is co-chaired by a college and a district administrator to ensure balance and to model a collaborative approach to planning.

College Outreach: Each college presented an overview of the strategic plan and the implementation approach at the January 11, 2006, flex day.

Implementation Teams: Constituency organizations and existing committees appointed members to the teams.

February 2006

Feb 1, 3:30-5pm chancellor, service center directors
Feb 6, 9:30am associate vice chancellor and special assistant to the chancellor, MIG, associate vice chancellor of institutional research; 11am MIG, director of marketing
Implementation Teams formed
Feb 9, 1-4pm Training of the implementation team co-chairs
Feb 13, 3-5pm district-wide planning meeting; implementation team meetings

Summary of February Activities

SPSC: The strategic planning Steering committee met once. The purpose was to discuss a process for implementing Strategy A1: developing a coordinating educational strategic approach across the four colleges. The committee discussed an approach that would build on: the district and college strategic plans; program review data; and the colleges education master plans. A timeline was developed to involve college and district educational leadership in developing a coordinated strategy that would highlight “signature programs” at each college and coordinate and/or re-orient programs of declining community need. The committee discussed how the results of Strategy A1 would be used as inputs to educational master plan updates and potential bond-funded facilities and equipment upgrades.

Implementation Teams: The team compositions were finalized. Facilitation and team process training was conducted for the team co-chairs. Co-chairs met to develop scheduling and other team organizational supports such as note-taking and scheduling.

March 2006

Implementation Team Meetings
Mar 14, 7pm Report to Board
Mar 15, Report to WASC

March – December 2006

Trustee Bill Withrow, chair of the board’s standards and management committee and vice president of the board of trustees, will hold a brown bag lunch series. The purpose of this series is to discuss board roles and responsibilities with the college communities.

Mar 17 College of Alameda
Mar 24 Vista College
Mar 31 Laney College,
April 4 Merritt College

Each of the seven teams will conduct implementation meetings. They then will report their status to the district-wide strategic planning committee on March 20, April 24, May 22, June 19, July 24, August 21, September 25, October 23, November 20, and December 11. Meetings are scheduled from 3:00 to 5:00 p.m.

Other planning activities that will be taking place are a program strategy preparation session with vice presidents, deans, faculty, and external people in April; an executive team retreat for collaborative program strategy on May 5th and 6th; a board retreat in June, and on professional development days on August 21st and 22nd.
RESPONSE TO RECOMMENDATION FIFTEEN A

15a. The team recommends that the board of trustees adhere to its appropriate functions and policy orientation, and rely upon the district chancellor for recommendations affecting the organization of the district as well as the hiring, retention, and termination of all categories of district and college staff. The team further recommends that the board of trustees ensure that the district is continuously led by a chancellor as its chief executive officer. (Standards 10.A.3, 10.A.4, 10.C.1, 10.C.3, 10.C.5, 1996 Standards of Accreditation)

DISTRICT RESPONSE

Progress to Date:

Since 2004, the board of trustees has continued to take steps to ensure that the board clearly understands its governance role. In May 2004, the vice chancellor for human resources conducted a special closed session in which she defined micro-managing, as it relates to the district, and discussed with the trustees their role and responsibilities as board members.

On September 21, 2004, the district held a candidate’s night for the eight candidates who were running for the four board seats. All college presidents and district service center personnel attended. They presented and discussed with the potential new trustees what their roles and responsibilities are and what the district/colleges roles are, including the role accreditation has.

In continuation of that effort, on December 7, 2004, Dr. David Viar, then executive director of the Community College League of California, conducted a workshop for the board of trustees, which included the four newly elected members. The meeting was open to the public and complied with the Brown Act. All board members were present. Dr. Viar discussed the district and college decision-making processes. He specifically addressed board “micro-managing” and offered best practices on how board members can assure performance and hold the chancellor accountable without overstepping their role.

At a special retreat on strategic planning on March 3, 2005, the general counsel discussed with the board in closed session their role as well as legal requirements governing the activities of board members in the context of several pending and potential lawsuits. The Brown Act pamphlet was provided to each board member for reference.

The board of trustees also discussed its role in several board retreats held in 2005. At the March retreat, the board discussed strategic planning and the role of the board in moving planning forward. To that end, the board discussed the established goals of the board to ensure they provided clear direction to the college community. At the June 24-25, 2005 session, MIG consultants led the board through a discussion in which the board acknowledged that what is needed “is a concrete statement about the way in which the college plans drive the six district service centers.” The major part of the second day of
the retreat focused on “the board’s role and responsibility in strategic planning and leadership of the district by focusing on policy issues and not micromanagement of the district and colleges.” The role of the board policy goals and the colleges’ shared governance operational goals were discussed with information shared by everyone in attendance. This session became a foundation for MIG to meet with the colleges and gather the colleges’ strategic planning information aimed at identified college goals based upon their mission and vision statements. It also provided an opportunity for the colleges to demonstrate the integration college educational master plans with their facilities plans and their budget resources.

The board understands its role in establishing broad institutional policies and delegating the responsibility of implementing these policies to the chancellor. The board policy review committee separates the board policies from administrative procedures, so that the board of trustees only develops and reviews board policies. Administrative procedures are delegated to the chancellor and his staff to develop and revise. Such delegation has already occurred, as evidenced by the board’s approval of several board policies in chapter one of the “Board Policy Manual” on July 12, 2005. In addition to revisions and development of board policies relating to board meetings and board officers, the policy review committee developed, and the board approved, board policy 1.20 which delineates the board’s role in the chancellor selection and board policy 1.21 which dictates the roles and responsibilities of the board committees.

The board has a long-standing process for establishing and reviewing policies. The board policy review committee meets once every month. Every policy developed goes to the chancellor’s policy advisory committee for review and advice. The chancellor’s policy advisory committee consists of the four college presidents, representatives from the three labor unions, the district academic senate executive officers, and the district classified senate.

Pursuant to board policy 1.21, the policy review committee, and the Audit and Finance Committee, developed committee charters that were approved by the full board of trustees. These charters delineate the role of the board Committees.

One of the main goals of the policy review committee was to make the “Board Policy Manual” more accessible to employees at the district. The “Board Policy Manual” can now be found on the district’s Web site, http://www.peralta.cc.ca.us/legal.

The board specifically set up a chancellor’s evaluation committee to develop performance standards for the chancellor and annually evaluates the chancellor based on those standards.

**Analysis of Results Achieved to Date:**

1. Previously, the board of trustees approved “request to advertise” classified positions during open sessions of board meetings. Since July 12, 2005, the board no longer approves advertisement of classified positions. As long as there is a budget in place to fund classified positions, there is no reason for the board to involve itself in approving such requests. The board would ensure accountability from the institution through the budgetary process.
2. Previously, the board of trustees approved employment of classified employees in closed session and such appointments would thereafter be announced in open session. Since July 12, 2005, the board no longer approves the employment of classified employees in either open or closed session. The board has delegated such authorization authority to the college presidents.

3. The board policy review committee is committed to separating the board policy from administrative procedures so that the board of trustees only develops and reviews board policies. The board has delegated administrative procedures to the chancellor and his staff to develop and revise. Such delegation already has occurred as evidenced by the board’s approval of several board policies in chapter one of the “Board Policy Manual” on July 12, 2005, as well as other policies on November 15, 2005 and February 14, 2006. Administrative procedures for these areas were developed by the general counsel and interim vice chancellor of human resources. In addition to revisions and development of board policies relating to board meetings and board officers, the policy review committee developed and the board approved board policy 1.20, a new policy that delineates the board’s role in the chancellor selection. On November 15, 2005, the board approved board policy 1.06, board of trustees code of ethics and behavior.

4. As part of the strategic planning process, the board vice president will hold a series of town-hall style meetings at the four colleges to address the duties and responsibilities of the board. These meetings will take place on March 17, 24, 31st and April 4.

It was the determination of the October, 2005 review team “that the board of trustees has made sufficient progress in adhering to its appropriate policy role and in establishing stable leadership in the district chancellor.”

**COLLEGE RESPONSE**

Four new trustees were elected to the Peralta board in November 2004. The board discussed the ACCJC recommendations at a December 2004, board orientation conducted by David Viar and at March and June 2005, board retreats. In all instances the board members have been supportive of Vista Community College.

The board voted in April 2005 to approve Vista’s new mission statement. In April 2005, Vista’s president and the district director of general services conducted a workshop for the four new board members on changes the faculty and staff felt were needed in the new building to incorporate programmatic concerns. The new board has been supportive of all necessary change orders to the new building. The board unanimously voted in January 2006 to approve the college changing its name to Berkeley City College.

**Documents**

1. Goals of the policy review committee 2005;
2. Board meeting agenda; timed agenda; board meeting minutes; and handout from Dr. Viar;
3. The Brown Act pamphlet;
4. Last board meeting agenda with “Request to Advertise”; first board meeting agenda without “Request to Advertise”; and meeting minutes;
5. Last board meeting agenda with “Employment”; first board meeting agenda without “Employment” in closed session; and meeting minutes; and
6. July 12, 2005 board meeting agenda; July 12, 2005 board meeting minutes; July 12, 2005 board meeting materials; and board policy 1.20 (chancellor Selection); November 15, 2005 board meeting agenda; February 14, 2006 board meeting agenda; board policy 1.06 (board Code of Ethics and Behavior).
RESPONSE TO RECOMMENDATION FIFTEEN B

15b. Finally, the team recommends that the board of trustees clearly identify and widely disseminate the roles and responsibilities assigned to the district administration and those assigned to the college administration so that the appropriate responsibility and authority are specified and related accountability standards are established. (Standards 10.A.3, 10.A.4, 10.C.1, 10.C.3, 10.C.5, 1996 Standards of Accreditation)

DISTRICT RESPONSE

Following are descriptions of the roles and responsibilities assigned to the board of trustees, district administrative service centers, the college presidents, the vice presidents of instruction and student services. Included with these roles and responsibilities are a few, but not all, of the major organizational pieces for which the identified person/office is responsible. This is followed by brief response from the colleges.

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.

With the election of four new board members in November 2004, the new board has continuously addressed its policy role and its fiduciary responsibilities and that the chancellor is the chief executive officer and reports to them on implementation of board policies and status of district finances.

COLLEGE RESPONSE

The newly constituted board functions as a policy-making body reliant on the chancellor as the chief executive officer.

The colleges operate using shared governance. Leaders of constituency groups are representatives who serve on college-wide and 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 senate co-presidents, by virtue of their membership in the
chancellor’s group of advisory faculty (GAF) meetings and the chancellor’s policy advisory committee (CPAC), are able to voice faculty concerns directly to the chancellor. Currently, one of the Vista faculty senate co-presidents is the district academic senate president and by virtue of position attends all board committee meetings. These meetings have taken a decided change to being focused on policy with full realization that the chancellor will provide the follow through. The board has provided a regularly scheduled time on the agenda for the college student body presidents to speak, and Vista’s student body president makes a presentation at the first board meeting of the month as a way of updating board members on the activities and concerns of Vista 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’/principal’s’ 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 April 28, 2004. The district operations are under his direction. Board Presidents since November 2004 have worked with the chancellor to maintain his role as chief executive officer for the district and to avoid board micro-managing.
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 affect Vista, the president shares those, as appropriate, with the college community through shared governance meetings on campus.

District-wide Strategic Planning Steering Committee

Description: As reported in the October 15, 2005 progress report to ACCJC it “the chancellor of the Peralta Community College District in January 2005, called for the establishment of a strategic plan steering committee comprised of representatives from College of Alameda, Laney College, Merritt College, and Vista Community College and of staff from the district office service centers. This official committee includes 23 voting members and 17 nonvoting ex officio members. The representation reflects the desire to have an effective cross section of the colleges representing all constituencies as well as to ensure that the needs of the four colleges drive the actions developed from the planning process. Critical to the effectiveness of the committee and the integrative planning process is inclusion of representatives from the various district office departments. This chancellor-appointed committee has the role and responsibility of coordinating the district-wide strategic planning and will meet monthly to monitor the planning process and implementation, as well as provide evaluation.

Status: This committee will continue to meet regularly and to follow through on the district-wide commitment to integrated strategic planning. This committee established the seven strategic action planning teams and assured that not only was there adequate district and college representation, but also that all constituencies and areas were included. As noted, this committee reports to the chancellor.

COLLEGE RESPONSE

This committee marks a cultural change in the Peralta Community College District. While some might interpret the work of this committee as being too slow, nevertheless within the district the realization is that this committee has moved the district forward in a new direction of operation. The work to date has facilitated better district-wide communication, better prioritization of goals and objectives, and will finally lead to district-wide action planning under the seven identified strategic initiatives.
PRESIDENT'S OFFICE

Description: The college president reports directly to the chancellor. The college president provides the necessary leadership to ensure that the college embodies its stated mission, vision and values and in so doing meets the need of the community. The president is responsible for building a dynamic, productive administrative team and effectively delegating responsibilities and requiring appropriate accountability. The president is responsible for the ongoing strategic/master planning, implementation, and evaluation processes for the college. The president builds strong partnerships with the district office, business, industry, community organizations, local governments, and four year institutions. The president works in a shared-governance manner building a sense of trust and community that promotes appreciation of all segments of the internal college community. In short, a college president must be a team-builder, skillful manager, accessible leader, action-oriented leader, effective communicator, and a self-assured individual.

The four 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. The college president can meet one-on-one with the chancellor at any time. The college presidents are actively involved in the strategic planning steering committees for the district and will serve as co-chairs on the district-wide planning implementation teams. The ultimate responsibility for strategic planning, implementation and evaluation resides with the chancellor and the college presidents. The ultimate responsibility for college strategic planning, implementation and evaluation resides with the president.

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 college presidents, under the direction of the chancellor, will take a lead role in the finalization of a district-wide strategic plan, as well as implementation and evaluation.
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. The current president has been instrumental in leading a renewed planning process at the college which has culminated in new mission, vision, and values statements, as well as current strategic intentions. This work in conjunction with program review and educational planning based on the mission, vision, and values have been integrated into the district-wide strategic planning.

The Vista president has a good working relationship with the chancellor, district service center managers, her fellow-presidents, as well as a variety of district personnel. Good working relationships are essential to effective collaboration and representation of the college.

The chancellor meets with the president yearly to set goals and provide yearly evaluation. Presidents, as well as all district managers, are being evaluated through the use of the seven strategic initiatives to accent the critical importance of these strategic initiatives. The entire college community has the right to evaluate the president and to address the president’s skill in addressing the strategic direction of the college.

The Vista president has established a shared governance leadership council representative of all college constituencies which meets twice a month. She meets officially twice a month with her executive council (the vice president of instruction, vice president of student services, and the business manager). She meets regularly with the faculty senate co-presidents, the classified senate leadership, and the student government president.

COLLEGE VICE PRESIDENTS

Vice President of Instruction

Description: The vice president of instruction is responsible to the president of the college for providing leadership, direction, general supervision and evaluation of the total instructional program. The vice president functions as a senior administrator and works closely with the president, vice president of student services, and the business and administrative services manager. The division dean of liberal arts programs and the division dean for vocational and technical programs report directly to the vice president of instruction, who meets regularly with them to plan, implement, and evaluate the instructional program. While department chairs and instructional faculty report to their respective deans, they do have ready access to the vice president of instruction.

Status: Vista’s vice president of instruction was initially hired as a divisional dean and through an official selection process was promoted to vice president. The vice president is collaborative in leadership style and well-respected. One crucial initiative the vice
president started two years ago was to have the faculty address student learning outcomes and assessment. The vice president is an active member on the district-wide integrated strategic planning steering committee, as well as a variety of other district-wide committees which focus on the instructional program throughout the district.

The job description for this position was widely disseminated when this position was posted in 2005. Yearly, the vice president is formally reviewed by the president in consultation with the college community. This year the vice president will set goals that address the college’s and district’s strategic initiatives.

**Vice President of Student Services**

**Description:** The vice president of student services is responsible to the president of the college for providing leadership in planning, developing, coordinating, and evaluating the college’s student services programs; functions as a senior administrator and works closely with the president, vice president of instruction, and the business and administrative services manager. The dean of student support services (primarily responsible for EOPS, financial aid, student support services, and other duties as assigned), non-instructional faculty, and support staff report to the vice president.

**Status:** Vista’s vice president of student services has been instrumental in increasing the visibility of the college in the community through numerous community outreach activities. He meets regularly with student services staff. He is currently working on the college student equity plan and will place emphasis on developing ways to better serve underrepresented students.

The vice president of student services is an active member on the district-wide integrated strategic planning steering committee, as well as a variety of district-wide committees that address student services and the needs at the four colleges. Yearly, the vice president is formally reviewed by the president in consultation with the college community. This year the vice president will set goals that address the college’s and district’s strategic initiatives.
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: A new district vice chancellor of educational services was hired at the beginning of the 2005-2006 academic year. The vice chancellor comes with years of experience in higher education administration which has made her a good fit for the position. She is collaborative in style and attentive to the roles and responsibilities of the colleges, approaching her position as a coordinator of activities which have district-wide implications. One of the first major areas she has been charged with reviewing and upgrading is the international students program, which crosses all four colleges. She has been actively involved in the district-wide strategic planning process. Per her role as district vice chancellor of educational services, as well as her interest, she, with the Vista president, will co-chair the “Enhancing Access and Student Success Committee,” and will assist in facilitating the development of actions for implementation of strategic initiatives in this area, as well as implementation and evaluation of the initiatives.

Tenure Review

Description: To provide consistency in interpretation of the implementation procedures for tenure, as outlined in the PFT contract, a district-wide process was developed. 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 vice chancellor for educational services controls the flow and handles information
for all the tenure review committees. The district vice chancellor of educational services holds monthly meetings with the four college tenure review 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 require 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:**
The tenure review process has been in place for approximately 15 years. The vice chancellor provides a forum for regular connection of the four college tenure review facilitators and a way to address issues and concerns that are district-wide.

**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. He then discusses them with the president for further action. The president makes final recommendations to the chancellor and the chancellor makes recommendations to the board.

**Program Review**

**Description:**
Peralta has a common course numbering system. Therefore, program review by academic discipline usually occurs simultaneously at the four colleges. Each college has identified primary vocational areas that are taught only at that college. At Vista those are American Sign Language, biotechnology, global studies, international trade, multimedia arts, social services paraprofessional, and travel industry. These vocational areas are built into the program review schedule. The current schedule for program review has been projected for five years to coincide with the accreditation cycle, with the sixth year devoted to preparation of the self-study. Currently, the district vice chancellor of educational services has created a subcommittee of the council on instruction, planning and development (CIPD) to do a thorough review of the program review format, schedule, and the role of the college versus the role of the district. With program review being the foundation for educational planning at the colleges, the district will provide support services to the colleges giving the colleges more latitude in the process. Data information is provided by the office of research and institutional development. Each semester,
the office of research and institutional development staff members hold training sessions with the data and the guidelines. The current guidelines for the academic, vocational and student services programs are under review to bring program review in alignment with the new accreditation standards. If a vocational program is reviewed by an outside agency, the college program review builds on that.

**Status:**
The four vice presidents of instruction, working with the 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 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 recommendation. Summary results of these program reviews are presented to the curriculum committee once finished. Vista’s curriculum committee also requires a mid-term program review update and report. Information from both processes is utilized in educational planning which then drives decisions regarding instructional equipment, instructional supplies, and faculty hiring requests.

**Accreditation**

**Description:** The colleges are responsible for responding to the specific recommendations pertaining to them and will coordinate responses with the each other regarding the two specific recommendations identified in the January 31, 2006 ACCJC letter and the other district recommendations identified in the comprehensive team visit of March 2003. The district and colleges are working in tandem to address district-wide strategic planning. Action plans under the seven strategic initiatives will be jointly developed by the colleges and the district service centers wherein the district service centers will support the colleges in their strategic efforts which are the basis for district planning.

**Status:** The board committed itself and the district to focus on the two recommendations specified in the ACCJC January 31, 2006 letter. That commitment is demonstrated in the board continuously addressing its role as a policy making body with fiduciary responsibilities and holding the chancellor responsible for running
the district and the college presidents for running the colleges. That commitment is demonstrated in the board’s continuous interest in the progress of district-wide strategic planning through regular updates at board meetings. Further, the board has authorized the district to use the services of MIG to see the plan through to implementation and ongoing evaluation.

**COLLEGE RESPONSE**

In spring 2003, Vista has prepared a comprehensive self study report. Since the comprehensive site visit in March 2003 and a recommendation from the commission in June 2003, the college has written two substantive change reports, two progress reports and this focused mid-term report. 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, as well as active involvement in district-wide strategic planning steering committee meetings and implementation team meetings. The Vista community works to make the college a better place. College personnel, including classified staff, faculty, and administrators, work together through shared governance on issues that relate to the district and the board of trustees. Vista also looks forward to the new accreditation standards and has been working on student learning outcomes/assessment.

*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 council 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 appointed by the college faculty senates, articulation officers from each college, curriculum chairs from each college, and two administrators from each college (one is 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 is involved in district-wide strategic planning with a specific focus on the strategic initiative: “Enhancing Access and Student Success”.
Status: The district vice chancellor of educational services is responsible for chairing and coordinating the work of CIPD.

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 program reviews (full reviews and mid-term reviews). A member of the committee is posting the Vista “Curriculum Handbook” on the college Web site. At the end of the semester a college catalog supplement will be prepared and sent. Actions of the Vista Curriculum Committee go to CIPD for review before approval by the board of trustees. Vista’s Curriculum Committee is a shared governance committee of Vista’s Faculty Senate.

District Faculty and Staff Development Office

Description: This is a faculty assignment as part of the PFT contract. There is an annual allocation of money (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 a yearly budget line item in the educational services division budget to fund flex day activities that occur district-wide.

Status: The district staff development officer reports to the district vice chancellor of educational services. The district staff development officer works with the four college staff development officers in order to coordinate the district staff development activities.

COLLEGE RESPONSE

Vista has a staff development 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 college events.

Workforce and Economic Development

Description: Workforce, economic development and tech prep are under the purview of the district vice chancellor of educational services. The college VTEA reports are coordinated on a district-wide basis. A staff assistant at the district is responsible for fiscal monitoring and reporting for such categorical projects, including coordinating submittal of the four college plans to Sacramento.
Status: The hiring of a district manager for workforce and economic development is under discussion.

Admissions, Records, and Student Services

Description: The admissions and records function is managed by the associate vice chancellor for enrollment and student services, with staff members 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. Currently, the student administration system has a scheduled “go live” date of March 2007 to be fully activated for summer 2007.

COLLEGE RESPONSE

Vista has two staff members in its admissions and records office. They are assigned by the district and report to the associate vice chancellor for 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 associate vice chancellor for enrollment and student services will serve on the strategic planning team address the strategic initiative, “Enhancing Access and Student Success,” as well as the team addressing, “Leveraging Information Technology.”

The vice president of student services at Vista reports to the president. There is also one dean of student support 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 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 will take the lead in providing all necessary data required by the seven strategic planning teams.
COLLEGE RESPONSE

Vista coordinates its research through the district office, as well as conducts its own, utilizing district data bases and internal 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 district vice chancellor of educational services.

Status: This program allows masters’ degree candidates who have completed more than half their coursework, to work as an interim with a master teacher. This allows the person 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 interns in English and social studies. Their hiring is coordinated through the diversity intern coordinator.

International Educational Services

Description: The district office of international education is charged with the recruitment of international students. The office coordinates the enrollment of international students at the four colleges and provides counseling, placement,

Status: The associate vice chancellor reports to the vice chancellor for educational services. The program, at the direction of the board, is undergoing review for the purpose of strengthening and updating its services. A comprehensive report was presented at a board of trustees’ meeting on February 14, 2006.
COLLEGE RESPONSE

The number of international students at Vista varies by year. In fall 2005, 113 international students attended Vista. In fall 2004, 107 attended, and in fall 2003, 133 attended.

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; and 10) ensure equal opportunity in employment, programs, activities and educational environments.

Status: The chancellor works with HR to maintain stability in administrative hires at the district office and with the college presidents to maintain stability in college administrators.

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.

There is an integrated strategic planning team, comprised of district HR personnel and college representatives, which will address and form an action plan for, “Developing Our Human Resources.” This planning team will create even greater support to the colleges from HR, as well as greater coordination between HR and the colleges. The co-chairs for planning in this area are the vice chancellor of human resources, the manager of human resources, and the president of the College of Alameda. The purpose of the committee is to address the areas of improvement.
that the strategic planning steering committee identified from their town-hall meetings at each of the four colleges.

One of the areas identified by the colleges is the need for training of managers. To implement one component of the strategic plan, the human resources department is coordinating a managers’ training program on July 10, 2006 in conjunction with the other five district service centers. The chancellor will open the training with a review of the integrated strategic plan. He will also communicate his priorities for the managers in light of the integrated strategic plan. Each of the directors of the six district service centers will speak to how their respective service centers assist the four colleges. The district vice chancellor for finance (district chief financial officer) will also provide information regarding the budget allocation model. The presentations by the six service centers will be an opportunity to repeat, orally and in writing, the operational responsibilities and functions of the district and those of the colleges.

The training program will then be converted into a new managers’ college, which will be conducted every February and July for new managers. Current managers may attend the trainings as a refresher course.

As a method of implementing the strategic plan and setting priorities district-wide, managers are currently evaluated based on the seven strategic directions established in the strategic plan. These evaluations will be concluded by March 15, 2006.

**COLLEGE RESPONSE**

The stability of Vista, as the college prepares to move into its new building, is paramount.

Vista will continue to hire its two full-time faculty conversion positions per the de-annexation agreement. Per board policy 3.26, §§6 and 10, the college selection committee makes recommendations to the president. The president, in accordance with board policy 3.26, §11, interviews the final candidates and forwards one to the chancellor for approval. The recruiting and advertising processes are handled at the district office.

**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; 4) plan the acquisition of information and office
automation systems; 5) stay current on innovations, changes, trends, and directions in the industry; 6) disseminate pertinent information to staff; 7) identify and reduce system obsolescence; 8) coordinate migrations for minimum disruption to end-users; 9) 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; 10) plan, coordinate, and monitor communications with current and potential users to define needs in user training, systems, and software; 11) evaluate legislative activities and integrate information relevant to information systems; and 12) 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 which was purchased. The financial and human resources components are currently being utilized.

A district-wide integrated strategic planning initiative focuses on “Leveraging Information Technology.” The chief information officer, IT staff, the associate vice chancellor of enrollment and student services will work with various college appointees to address an action plan for this initiative. With the formulation of the strategic planning team, the district once again will have a district-wide information technology committee. This team/committee will have to address the entire technology needs of the district. This team is chaired by the chief information officer and the vice president of student services/College of Alameda. Such input also will be included in the proposed proposition 39 bond slated for the June 2006, ballot.

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. As we near completion of the building there is growing coordination on the installation of the security system, network cabling, phone lines, audio visual control stations, specialized labs, etc.

The district began a migration to PeopleSoft with human resources and finances (accounting) being the first system put in place. The “go live” date was July 1, 2005. The district continues to work on customizing PeopleSoft, providing additional training, and troubleshooting end user needs.
The college has four permanent full-time IT employees who report to the business and administration Manager.

The district has purchased a new Web site service. A question that has yet to be addressed is whether the colleges will be provided a Web master to maintain the college sites for maximize utility, or if this will become a district function.

MARKETING, PUBLIC RELATIONS, AND 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 district executive director of marketing has been working with senior officers of the district and college public information officers (PIOs) mapping out an effective marketing plan to increase the awareness of various programs offered by Peralta’s four colleges. The district executive director of marketing meets regularly with the college public information officers to plan and strategize district-wide marketing.

The district-wide integrated strategic planning process has placed importance on action planning for “Enhancing Awareness and Visibility.” A planning team comprised of the executive director, select district staff, the college public information officers and additional college representatives will develop a district-wide plan that will be disseminated widely and address the need for the district marketing department to prioritize the marketing agenda with a specific focus on meeting the individual needs of our different colleges which serve differing communities. This committee is chaired by the district executive director of marketing, public relations, & communications and the vice president of instruction/Laney College.
COLLEGE RESPONSE

Vista is fortunate to have a PIO skilled and experienced in the college’s three-city service area. The PIO reports to the college president, and their working relationship provides constant outreach to the community, particularly through personal involvement in civic activities, events, and meetings. 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.

As of June 1, 2006, Vista Community College will officially become Berkeley City College (as approved by the board). The change in name has provided new opportunities for focusing on the marketing of the college, “the branding of the college,” even to the point of a targeted approach to developing a new college logo. The name change is being addressed through a substantive change report that will be submitted to ACCJC in spring 2006.

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: As reported in the response to recommendations eleven and thirteen, the current district chief financial officer has made serious inroads into better communication with college business officers, college presidents, and district administrators. There is a serious attempt to develop a budget allocation formula for the district, which will move the district beyond its current historical model. Such meetings have been long, and in some sense arduous, as the move to a new budget allocation formula requires a shift in thinking, approach, and district culture. The district chief financial officer has devoted himself to seeing this process through, much like he committed himself to providing a workable resolution to the medical liability compliance need.

The district chief financial officer also is actively involved with the continued migration and implementation of PeopleSoft. In part, the move to PeopleSoft was a result of many external audits which faulted the district for various financial functions which could not be accurately audited. PeopleSoft is intended to resolve this.
District-wide integrated planning has identified the strategic initiative of “Enhancing Resources and Budget Processes.” The district budget advisory committee has been charged with this area of planning in an attempt to use an existing committee and an already committed group of people. This committee is chaired by the district chief financial officer, the Merritt College president, and the vice president of instruction/College of Alameda.

COLLEGE RESPONSE

Vista continued to work with the district budget allocation task force, as long as it was in existence, and continues to work with the district budget advisory committee to advocate for the development of a transparent budget process and an equitable formula for district funding. As of February 27, 2006, the district budget allocation task force has sent a district budget allocation formula to the academic senates, the district budget advisory committee, other appropriate shared governance committees, and the chancellor for review and comment.

Vista will be an active participant in the shaping of a strategic action plan for “Enhancing Resources and Budget Processes.” The college business officer reports to the president. The college has an effective working relationship with the district chief financial officer. In the budget allocation process, Vista’s move to a new campus is being given serious attention. The college president and the district chief financial officer have met regularly regarding the completion of the new building/campus and meeting the planning agenda set for the new building.

PHYSICAL PLANT

Description: The roles and responsibilities of the physical plant department, under the direction of the general services director, 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 has been totally renewed with the hiring of a permanent district director of general services. The current district director of general services has brought many needed changes to the operation of the physical plant and its various components. 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 district director of general services 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. In this regard, the district director of general services has done a serious review of the spending of bond monies for measures A, B, and E, and provides on-going reports to the district and the board of trustees. In addition, the district director of general services is providing leadership in working with the colleges to develop a Prop 39 bond for the June 2006 ballot. The initial research for the proposed bond was presented in a December 2005 special board retreat. All four colleges presented their facilities, furniture and equipment needs based on their educational master planning. Current district funding in no way could fund these various needs and a bond measure is a realistic response to the need to provide our students with an effective learning environment.

While the district-wide strategic planning process identified the strategic initiative, “Creating Effective Learning Environments,” this initiative was already being addressed by a district-wide facilities committee co-chaired by the Laney college president and the district director of general services and a membership representative of the various constituencies at each college. This committee/team will continue to provide the necessary integration at the district level and the necessary prioritization district wide.

COLLEGE RESPONSE

The physical plant department was involved in relocating Vista’s science annex in 2004 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.

The Vista Community College president and the district director of general services have a good working relationship and meet regularly to deal with all aspects of finalizing the
completion of the new campus. The district director of general services has advocated with the board of trustees all necessary change orders for the new campus and has been instrumental in resolving various construction issues. The president will continue to work with the district director of general services even beyond the completion of the building to make any necessary adjustments once the college has taken complete residence in the new building.

**DOCUMENTS**

1. Peralta CCD and Vista Organizational Charts
2. Program Reviews and district Program Review Schedule
5. CIPD Minutes for fall 2005
6. Fall 2005 Curriculum Book for board of trustees
7. Vista Curriculum Committee Minutes for fall 2005
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 fall 2005
13. Flex Day Calendar of Events for 2005-2006
14. Draft Procedures for Faculty Position Allocation
15. Draft Procedures for Instructional Equipment
16. Vista Marketing Plan
17. Vista Catalog 2005-07
18. Vista Student Handbook
19. Peralta Facilities Plan
RESPONSE TO RECOMMENDATION ONE

Recommendation

1. The team recommends that the college develop a systematic and documented procedure to evaluate and revise institutional practices and policies that will ensure integrity in all representations about its mission, programs, and services. (Standard 2.9)

Progress to Date:

Since Vista’s Institutional self study of spring 2003, a great deal of well-documented strategic planning has occurred both at the college and at the district level. Vista’s constituents are much more aware of policies and processes and are more included in the formal procedure for planning. Planning—of facilities, programs, and budget based on educational priorities—together with student learning outcomes and assessment, have been the major themes in the past two years. The college has produced significant documentation in both these areas that will guide implementation and future iterations of the processes. Although word-of-mouth communication is still a strong component in Vista’s small-college culture, it is no longer relied upon for institutional memory and communication. All stakeholders at the college either now have or will shortly have access to significant documents through the college Web site.

Analysis of Results Achieved to Date

Formal documentation of Vista’s policies and procedures has progressed. The Faculty senate, for instance, is writing a new constitution. The student body passed a revised constitution in 2001. The classified senate revised its constitution in 2005. The faculty and classified senates communicate college developments, surveys, and information to their members via email, meetings, and flyers. The consolidation of all Peralta employees on one Web-based email system has facilitated this process. Students must still rely on meetings, class announcements, college publications, the Web site, banners, and flyers for communications, but the administration anticipates that students will have Peralta email accounts in the new building.

Faculty, staff, students, and administration have worked together to agree upon new Mission, Vision, and Values statements, which are available on the Web site and in the catalog. With this, as with many important developments at Vista, the two college newsletters, The Messenger and Vista Today, carried articles publicizing the statements and announcements were sent out via email.

All-college meetings held on professional development days at the beginning of each semester, as well as leadership council meetings regularly focus on planning. The assessment committee has met for two years to develop a plan for assessing student learning outcomes. Both faculty and staff have voted on which institutional outcomes to measure, and the results were published via email and letter. Instructional definitions
have been written for the institutional outcomes, and student service faculty and staff are currently working on student services definitions for the institutional outcomes. Individual committees are writing rubrics for both instructional and non-instructional use in order to measure outcomes college wide. The institutional outcomes were rolled out at the all-college meeting in January 2006, and they will be placed on the Web for college comment. The assessment committee has also published its first newsletter, which defines all the agreed-upon outcomes.

In the past eighteen months, a great deal of emphasis has been placed on shared governance, with all major changes in procedure coming before the leadership council, which is composed of faculty, classified, and student representatives, as well as administrators. These meetings are documented and the documentation is kept in the president’s office. In addition, the faculty senate, classified senate, and student government communicate the results of these discussions to their constituencies at their respective meetings and by email.

The president has conducted all-college strategic planning meetings at the beginning of every semester for the last two years. These have been open and have included members of all constituencies. They have resulted in new vision, mission, and values statements in a document entitled “Imagine Vista at Its Best.” This planning has fed into plans for the new building, for faculty hiring, and for program changes. The Vice President of Instruction has presented detailed demographic and statistical documents at these meetings and other open forums so that plans are based on statistical data that has been analyzed, as well as narrative data gathered through direct interview protocols.

The Faculty and Student Handbooks are updated yearly. The student handbook is distributed to all matriculating students at orientation and is available in Student Services. Student Services has posted the college rules of conduct prominently in all classrooms. These rules, as well as many other policies and procedures of the college, are contained in Vista’s catalog, which is available in book form as well as on the Internet. In addition, the Office of Instruction is pushing faculty to submit their syllabi in electronic format so that these can be available to students on the Internet. Department chairs have agreed to online syllabi and currently the college is working on a common template. The technology is now available at Peralta for individual faculty Web sites, and faculty members have begun training to implement individual class sites.

The faculty handbook is distributed to new faculty at their orientation on each semester’s professional day and is available in the Office of Instruction. For the first time, the “Peralta Community College Board of Trustees Policy Manual” is available on the Peralta Web site. This contains important guidelines for hiring and personnel matters, as well as for student and faculty conduct. All union contracts, as well as other information for employees, is also available on the Peralta Web site as well as from the respective union representatives at the college.
Action Plan

- The president’s staff will make all information, minutes, and policies available on the Web by fall of 2006.
- The president’s assistant will make the master calendar of events available on the Internet by August of 2006.
- The office of instruction will publish all class syllabi on the Web by spring 2007.
- The college Web committee will ensure that Vista’s new Web site is complete to the department level by August of 2006.

Documents

- Vista Web Sites
- Classified Senate Constitution
- Student Government Constitution
- Assessment Committee Newsletter
- New Mission, Vision and Values Statements
- Notes from All-college strategic planning Sessions
- Vista’s Fall 2005 Enrollment Management Book
- Vista’s spring 2006 Enrollment Management Book
- Imagine Vista at Its Best
- Notes and Rubrics from Assessment Groups
- Notes from Leadership Meetings
- Faculty and staff, student, and community survey on Vista’s Name
- Samples of communications via FAS email
- Student Handbook 2006
- Faculty Handbook 2006
- Vista Community College Catalog
- Peralta Community College board Policies
- January 2006, Assessment Newsletter
- Vista Today
- The Messenger
- President’s Bulletins
RESPONSE TO RECOMMENDATION TWO

Recommendation

2. It is recommended that the Vista Community College faculty, staff, and students collaboratively establish and implement an annual action plan based on prioritized goals, objectives, and measurable outcomes culled from the long term strategic plan, the Educational Master Plan, and the district Facilities Plan. (Standards 3.B.2, 3.B.3, 4.D.1, 8.5, 9.A.1)

Progress to Date:

The president of Vista Community College began laying the groundwork for creating a unified planning effort at the college when she took a team of administrators, faculty, and classified staff to a four-day training in San Diego, California in the summer of 2004. The training was focused on Appreciative Inquiry (AI), which uses a positive inquiry process to identify program and institutional development and planning needs. Following this training, the Vista team, identified as the AI steering committee, developed a plan for sharing their experiences and integrating AI methods into the college’s development and planning processes.

Initially, the president and vice president of instruction conducted an administrative retreat off site on September 15, 2004, entitled “Maximum Inclusion” to introduce the entire management team to the methods of AI, specifically to reevaluate and further develop strength-based college core values. The intent was to establish a foundation for the entire college to look at its vision, mission, and values statements. It is important to note that the administrative team reviewed all of the previous work on college planning and integrated it into the college efforts to update the college’s vision, mission, and values statements.

On October 15, 2004, the steering committee, under the leadership of the president, conducted a campus-wide strategic planning retreat. The retreat, entitled “Imagine Vista at Its Best,” assembled 72 persons, including students from the Associated Students of Vista Community College (student government) and the student ambassador program; faculty members from 11 different departments; staff members from both student services and the office of instruction; and all the administrators of the college.

The president and the AI team conducted a process similar to the one conducted with the administrators. This strategic planning retreat contained three components: a sharing of important college information, such as a proposal for updating Vista’s vision, mission, and values statements; demographics of student enrollment and the status of enrollment by department for the college; large and small group discussions of the information that was being shared, including the importance of incorporating the vision, mission, and values statements of the college into all-college planning; and, finally, small- and large-group analysis and recommendations regarding important strategic action plans that
would serve to make the college more responsive to its students and community as well as specific initiatives and goals to achieve agreed-upon plans.

The retreat proved a success in that the various work groups developed concrete suggestions. Each staff or faculty member was committed to continue the development of college planning, with ideas ranging from research projects to new classes to new positions. One area of research that participants thought was important was the large disparity of enrollment in basic skills classes by students of color in comparison to the enrollment in transfer-level classes by non-minority students. The president and her staff then collected and collated the results so that they could be presented at a college-wide forum during the next scheduled college flex days.

The above summary reflects only some of the efforts toward planning that constituents developed in support of an annual and long-range planning process to ensure the health and development of the college, both within its instructional and student services program offerings, and to ensure the college’s responsiveness to both students and the local communities’ learning and development needs. During the October 15th retreat, the president and the AI steering committee consolidated all of the information into a more formalized draft of vision, mission, and values.

On January 12, 2005, the college community assembled during a regularly scheduled college flex day to refine the Vista Community College vision, mission, and values statements further. On April 7, 2005, the college community gathered again and agreed on a finalized version of the Vista vision, mission, and values statements. The college arrived at these statements with the expressed understanding that they would guide efforts to develop student-and community-responsive program plans. The college constituencies approved the vision and values statements, and in April 2005, the Peralta Community College District board of trustees unanimously approved the new mission statement. These statements have, therefore, become the guiding principles for planning and program development within the college.

Besides the preparation for creating a unified AI approach to college planning, the president has established a college leadership council to review the progress of yearly goals as well as the priorities that have emerged from the need for the college to continue its growth as it prepares to move into its new facility. The vice president of instruction created the “Strategic Integrated Framework” as an action plan with prioritized goals, objectives, and measurable outcomes, which lists specific strategic activities, progress to date, future action, people responsible, and the relation of the activities to both the Vista and district strategic plan goals. This “Strategic Integrated Framework” will be updated once every semester. The leadership group meets every other week to address long-term issues and immediate concerns that come from any of sixteen college committees, the faculty, student, and classified senates, or that arise in the day-to-day work of the college.
Analysis of Results Achieved to Date:

The president has made substantial progress in initiating a structure for ongoing college-wide planning consistent with that called for in this recommendation and Vista’s new vision, mission, and values statements. Under the guidance of the vice president of instruction, the leadership council and other committees created the framework for an annual action plan based on prioritized goals, objectives, and measurable outcomes culled from the long term strategic plan, the Educational Master Plan, and the district Facilities Plan. The “Strategic Integrated Framework” represents a means of formalizing action plans and keeping the college on track with planning and implementation.

Two working groups within the leadership council address important goals related to facilities planning and college research endeavors. The facilities planning committee has consumed much of the efforts of the leadership council, in that the president and college are focused on preparing for the move into the new building in July of 2006, and facilities planning is presently on every agenda of the leadership council. The building structure and organization itself is a direct result of the “Facilities Master Plan of 1999” and the “Educational Master Plan of 2000,” but has undergone a number of changes resulting from continuous college-wide planning. The college research council, which identifies a research agenda for the college, is also being subsumed within the leadership council, (see Recommendation #3).

The president has suggested to the leadership council that following the successful completion of Vista’s move to a new campus, the president and the leadership council will lead the college in updating Vista’s “Education Master Plan” and the various facilities plans.

Action Plan:

- The leadership council under the direction of the vice president of instruction will continue to assess and prioritize its goals and objectives and establish measurable objectives to track the progress. This will be done once every semester.
- The president will define the process whereby Vista’s college-wide committees provide regular updates to the leadership council on their progress toward meeting established yearly goals

Documents:

- Vista Retreat minutes, October 15, 2004;
- “Imagine Vista at its Best”
- “Enrollment Management Statistics”
- “Vista Community College, 1974-2005”; and
RESPONSE TO RECOMMENDATION THREE

Recommendation:

3. It is recommended that a research and planning council guide the Research Office so that a focused agenda can respond to the specific institutional and student needs of Vista Community College. (Standards 3.A.1, 3.A.2, 3.B.1, 3.B.2, 3.B.3, 3.B.4, 3.C.3, 5.10, 6.7)

Progress to Date:

Vista’s researcher was assigned to report to the district’s Office of Institutional Research in July 2003; although some researchers have returned to the colleges, Vista’s researcher position remains vacant. Vista’s administrators, faculty, and staff as well as the district’s Office of Institutional Research conduct research as needed. Vista’s leadership council has taken on the responsibilities of the research and planning council. The leadership council includes the entire administration of the college, the presidents of the academic and classified senate, the student government president, and the public information officer, thus ensuring broad representation in guiding research at the college.

As discussed in recommendation two, under the guidance of the president, Vista has held retreats and all-college meetings (9/15/04, 10/15/04, 3/2&7/05, 8/16/05, 1/11/06) with faculty, students, administrators, and staff to discuss changes in the vision, mission, and values of the college based on an Appreciative Inquiry (AI) approach. These discussions (qualitative data) were documented and analyzed to determine the core values and commitments of the college community. The qualitative data was supplemented by the quantitative data in various areas to complete this planning process.

In fall 2003, Vista organized an assessment committee to begin the process of establishing student learning outcomes, as well as the measurements and measurement processes used to determine whether the college was meeting those outcomes. First the committee examined the then-existing vision and mission statements to extract student learning outcomes already embedded in those statements. The committee generated some potential student outcomes which, when adopted, were incorporated into the new mission and vision statements. Using these outcomes, the committee developed and distributed a survey to faculty, staff, and administrators that arrived at institutional outcomes the college would seek to assess. The following are the approved institutional student learning outcomes:

- communication skills;
- critical thinking and problem-solving skills;
- research and information literacy (later changed to information competency);
- computational skills;
- global perspectives and valuing diversity;
- ethics and integrity (later changed to ethics and personal responsibility); and
- self-awareness and personal development.
In fall 2004, the assessment committee formed task forces that defined each of the institutional outcomes and is developing rubrics to establish clear and measurable standards of assessment for each of the instructional outcomes. In late 2005, student services departments met to develop individual mission statements to guide planning for their areas. They used the college “Educational Master Plan” and program review recommendations as working documents in the development of department missions. Each of these departments meets monthly to share and define institutional student learning outcomes.

In November 2005, a student services steering committee comprised of department heads met to discuss the institutional outcomes from a student services perspective. Representatives of each student services department meet monthly with members of the student services SLO steering committee to formulate methods to measure the institutional learning outcomes. These task forces are at varying stages of completion, but the target completion date for all this work is June 30, 2006. Once they complete their work, the definitions and rubrics will go out to faculty and students for review and comment.

Vista, like most community colleges, has a student population with diverse individual goals. During fall 2005, the assessment committee began to identify the student groups that the college would assess. The committee will develop and distribute a survey to all college constituencies in spring 2006 to determine which students the college will assess. Initial proposals are to assess students completing certificates, A.A or A.S. degrees to determine whether they have achieved the institutional outcomes.

With construction of the new campus near completion, some community members proposed to change the name of the college. Beginning in October 2005, Vista conducted three surveys on the name change: one to faculty, administrators, and staff; one to students; and one to the community at large. The survey results led to choosing Berkeley City College as the new name. The Peralta board unanimously approved this change on January 11, 2006.

The office of instruction has conducted continuing research for enrollment analysis, discipline analysis, department enrollment comparisons, student demographics, and enrollment-analysis projection to guide planning. Student Services has done research on retention and student success rates for students receiving financial aid.

The district has provided college profile data as part of the culture of evidence for program reviews in both instructional disciplines and student services programs. Data collected are analyzed and used, specifically in enrollment management planning, in developing the Foundations Program (a comprehensive basic-skills program using a cohort model), and in formulating the budget allocation model.

Vista’s business manager compiles financial data and creates a yearly Vista budget book for use by the Vista budget committee. Such transparent budget data has been crucial to various phases of college planning and priority setting.
In fall 2004, with the approval of PFT and the Academic Senate, Vista began the evaluation of tenured faculty. The vice president of instruction has compiled data about student retention and success rates and grade distributions over a four-year period for each tenured faculty member as part of the evaluation process.

In spring 2006, the vice president of student services is spearheading the development of a college equity plan, which will contain substantial existing data (quantitative data) and focus group interviews (qualitative data); Vista has hired consultants to assist in the project. The gathering of information for this equity plan is based upon the state chancellor’s office guidelines and the college mission, vision, and values statements. It will use a strength-based value approach to the narrative data. The narrative data will provide student input verifying the services necessary for them to achieve success. This will result in clearly identified college operational procedures.

Analysis of Results Achieved to Date:

Despite not having a fulltime researcher at the college, the evidence discussed above and listed below in the documents section indicates that the college has personnel who conduct research as part of planning and evaluation. What college personnel cannot easily acquire, the district office of institutional research provides; much of this information is available on the Peralta Web site. With the move to the new building, the college plans to hire a researcher to conduct research half time and write grants half time.

Action Plan:

- The president will seek to hire a 1.0 FTE researcher and will seek an employee with skills in grant writing. This position will be advertised in spring 2006.
- The leadership council will continue to develop a research agenda to guide the college in planning the transition to the new building;
- The student services SLO steering committee will continue to work with student services departments to identify at least two student learning outcomes for 2006-2007 and to develop methods to measure such outcomes by August 1, 2006.
- The vice president of student services will finalize the college equity plan, incorporating existing data, by August 2006.
- The assessment committee will continue to work with SLO task forces to define and develop rubrics for each of the institutional student learning outcomes and create a pilot program of implementation and assessment in fall 2006; and
- The assessment committee will regularly publish a newsletter to inform faculty, administrators, and staff of updates to student learning outcomes.
- The committee will complete an SLO page on the college website by August 2006.
Documents:

- Enrollment management planning, fall 2005;
- Matriculating services, student demographics & academic status report;
- Minutes of ethics and personal responsibility SLO task force meetings;
- Student services SLO steering committee minutes;
- Facilities survey – May 2005;
- Results of the three advisory votes on the name of the colleg;
- Working paper on mission/vision/values planning ongoing;
- Copy of email on Vista faculty evaluations;
- Copy of letter on part-time faculty evaluations for 2005-06;
- Copy of tenured faculty evaluation cluster and timelines;
- Enrollment management studies - enrollment analysis, discipline analysis, department enrollment comparison, demographics, and enrollment analysis projection (on CD); and
- Student services retreat documents.
- 2005-2006 Vista Budget Book
- Assessment newsletter
RESPONSE TO RECOMMENDATION FOUR

See Focused Mid-term Report (pages 11-25)
RESPONSE TO RECOMMENDATION FIVE

Recommendation:

5. The College should expand its regular and systematic program review to include all disciplinary areas of the College’s curriculum including those areas that do not necessarily lead to a specific degree or certificate. To accomplish this goal the College may wish to utilize a variation of the district program review process or add additional review elements to its current discipline review process. The adopted process should pay due attention to incorporating student learning outcome measures. (Standards 4.D.1, 4.D.2, 4.D.6, 1991 Recommendation 3)

Progress to Date:

On March 15, 2004, the college reported on its progress to date in the areas of program and discipline review. That progress report defined the programs and disciplines that go through the regular program review process. In addition, the report identified those disciplines not currently examined through the district program review process but that undergo a local discipline review through the college curriculum committee. This response specifically delineated the elements and the process of those discipline reviews. (See March 15, 2004 progress report.)

Beginning fall 2004, Vista now administers one review process rather than two. This report includes the calendar for that process. On March 19, 2004, the district senior vice chancellor of educational services concurred with both the consolidation of the review process and the proposed calendar.

Since March 15, 2004, the college has completed full program reviews for foreign language and library. Documentation of those reviews is part of the documentation for this report. The curriculum committee and department chairs are aware of the schedule for future and ongoing reviews. The curriculum committee chair and division deans will monitor the ongoing process each semester.

On November 7, 2005, the district council on instruction, planning, and development (CIPD) appointed a program review task force to address the current format of program review and the need to make program review “college friendly,” as well as to include the identification and assessment of student learning outcomes. The report and recommendations, which the curriculum committees at all four of the colleges will review early in spring 2006, appear in the documentation for this report.

Analysis of Results Achieved to Date:

Program reviews have been proceeding on schedule. Department chairs use these program reviews to help justify requests for new fulltime faculty positions as well as for equipment and supplies. Department chairs, in writing program reviews, must now take the next step of developing student learning outcomes that are specifically program
related and derived from the institutional student learning outcomes. The department chairs must address an assessment process to measure those outcomes and use the assessment results to modify courses within the program or entire programs as necessary.

**Action Plan:**

- Vista’s Curriculum Committee will work with Vista’s sister colleges through the CIPD committee to modify and improve the program review process with a restructured process anticipated by June 1, 2006;
- The department chairs and college assessment committee will work with college programs to begin developing a comprehensive assessment plan for student learning outcomes at the program level, which will include the identification of the outcomes, the development of standards to assess the outcomes (rubric), and the methods to measure these outcomes over the next two years; and
- The department chairs will continue to conduct regular program reviews according to schedule and to use the results as a means to plan for program revisions; course development, revision, and/or deactivation; staffing, supply, and equipment requests; and reporting assessment results and using those results to improve teaching and learning.

**Documents:**

- March 15, 2004 progress report;
- Schedule of program/discipline reviews beginning fall 2004;
- Memorandum to curriculum committee, dated March 22, 2004;
- Curriculum committee meeting minutes from April 14, 2005 (library review);
- Library review;
- Curriculum committee meeting minutes from (foreign language review);
- Foreign language review;
- Curriculum committee meeting minutes from January 19, 2006;
- district program review process;
- Midterm review process; and
- CIPD program review subcommittee recommendations dated December 5, 2005.
RESPONSE TO RECOMMENDATION SIX

Recommendation

6. It is strongly recommended that the college develop and implement a detailed, long-term plan, with milestone goals and timeline that builds on its recent efforts to increase the library hours and holdings in accordance with curricular requirements and students’ needs. (Standards 6.1, 6.2, 6.3, 6.5, 6.7, 1997 Recommendation 5.1)

Progress to Date:

Extended Library Hours/Accessibility

Vista hired a second fulltime, permanent librarian in February, 2005, a fulltime, permanent senior library technician in June, 2005, and an additional part-time librarian was transferred to Vista College. This allowed the library to extend its operating hours to 7:30 p.m. during the academic year, Monday through Thursday evenings. Saturday hours were added from 9:00 a.m. to 1:00 p.m., increasing student access to library services from 48.50 hours per week to 56.50 hours, an addition of 12 hours per week.

Furthermore, students can access the book catalog and the library’s 20 electronic databases from any internet-enabled computer 24 hours a day. The library continuously assesses its database subscriptions, identifying relevancy and appropriateness of titles for student research and teaching. Recent evaluations led to a number of changes including the cancellation of four (4) infrequently used titles (Wilson’s Humanities and General Science Abstracts, PsycINFO, and ERIC Abstracts). Four (4) new databases were added: CQ Researcher, CQ Researcher/PEOR Backfiles, SIRS, and PsychArticles.

Web Page Development

The library has completely redesigned its web page to provide user-friendly page formats with access to a full complement of links to recommended resources, biographical, demographic, and useful outside databases. Taken together, these links provide a great deal of valuable information for our students. [http://vista.peralta.edu, click on Library.]

Library Holdings

Vista continues to enrich collections in most disciplines, expanding the range of materials and subjects available to students and faculty. The librarians added 1,931 new book titles since the March 2004 progress report, therefore increasing the total collection to 6,061 (a 47% increase).

In addition, the library acquired many used book donations from retired faculty, friends of the library, and other libraries in the last year. Since the lack of space prohibits the shelving of these materials, most titles remain boxed and uncataloged. The librarians
plan to sort and catalog them once Vista moves to the new building, where the library’s new space will be more than three times larger than it is currently.

During the spring 2005 semester, the library received a special allocation of $23,000 from the district. With the addition of $5,000 from the department’s regular budget, the total spent for new book purchases to date is $28,000. Moreover, the library has received a one-time allotment of $35,000 from Chancellor Harris and the district office to increase support for the holdings. This increase in available funds will significantly increase the collection.

In spring 2005, with the one-time availability of extra funds, the librarians identified and purchased 19 highly used course-related textbooks to support financially strapped students. These texts were placed in the reserve collection where they circulate for three hours upon request. Given the ever increasing markup by publishers, and with future increased library funding, the staff plans to purchase more copies of textbook titles for such purposes.

All videocassettes, CDs, DVDs, and other audiovisual items are now fully integrated into the main electronic catalog. The library has cataloged audiovisual titles in the same way it catalogs reserved books, except that this material is sorted by title rather than by author.

Collection Development in Accordance with Curricular Requirements

In an effort to support the college’s mission through the purchase of responsive and relevant collections as well as to ensure that strong interdisciplinary resources are available, the library actively solicits book recommendations from the faculty and department chairs.

The librarians have worked hard to improve the library’s visibility to the college community through increased participation in faculty and college committees. As a member of the curriculum committee, one of the librarians participates in the review of new courses and programs for the college. In this way, the librarian becomes aware immediately of these new courses so that the library can begin planning for additional resources to support these courses. The process gives the librarian and faculty members the opportunity to evaluate current resources and project needs.

A Vista librarian currently chairs the information literacy student learning outcome task force and attends the Vista institutional assessment committee. The task force is defining the competencies students need to demonstrate information literacy and is developing a rubric for the assessment of these competencies; the task force also will work with teaching faculty to ensure the integration of information literacy as an student learning outcome in Vista’s courses.

One of Vista’s librarians has technical website skills. Not only has he used these skills to redesign the library’s web pages, he contributes his expertise as a member of the
college’s web committee and provides technical help to faculty members seeking to design class-specific and department-specific web sites.

In November 2005, the library started offering weekly drop-in workshops on the databases that are available at the library or can be accessed at home through the internet.

**Long-Term Planning**

*New Building*

Vista plans to move into its new facility in July 2006. The library will have greatly expanded capabilities and room for approximately 18,000 volumes in its circulating collection alone. In addition, it will have large reserve and reference sections, approximately 20 computers in the reading room, and a 40-station computer lab. It will also have five separate study rooms for groups of up to eight students each. Students will have access to individual audiovisual carrels equipped for the viewing of non-print material. This expansion will allow for the growth and enhancement of all collections and services for years to come.

*Library Advisory Committee Formation: Collection Development*

Vista is forming a library advisory committee, composed of librarians and faculty members who choose to participate. The purpose of the committee is to support the library’s operations, and its functions will include assessing operations and making suggestions for integrating the library’s services into the instructional programs of the college, assessing the adequacy of library materials for new curriculum offerings, assisting in the long-range planning of library programs, and serving as active partners in collection development. This committee has the approval of the faculty senate.

*Friends of the Peralta Libraries: Collection Development*

Vista Library is coordinating with the libraries at College of Alameda, Laney College, and Merritt College and the Peralta Retirement Organization to create the friends of the Peralta libraries organization. Once formed, this organization will coordinate and conduct fundraising and book donation activities.

**Analysis of Results Achieved to Date:**

As reported above, the library has made great strides in improving its services to students, faculty, and other patrons of the library. A second fulltime librarian has enabled the library to increase its operating hours. The new librarian has brought web-page development skills that have allowed the library to revise and improve its web pages on the college website, thus improving online accessibility for all library patrons.
The librarians have worked closely with the architects and the furniture planners to ensure that the design and equipment will serve students well for years to come. Because of additional one-time funding, the library has expanded and will continue to expand its holdings, and the librarians’ work on various college and district committees will assist the librarians with this process. With the additional plans for new activities as the college moves into its larger building, the library demonstrates that it will continue to expand and improve its holdings and services to provide for the needs of the college community.

**Action Plan:**

- The librarians will continue to add more books, periodicals, and data bases and technology to enhance the service potential of the library as we move into our new facilities; this expansion will begin in August of 2006 and continue.
- The librarians, with advice from faculty, will expand its reserve collection of textbooks;
- The librarians will seek faculty to serve on the library advisory committee and will begin functioning by August 2006; and
- Vista’s librarians will work with the librarians at College of Alameda, Laney College, and Merritt College to form the friends of the Peralta libraries organization, part of the Peralta retirees organization.

**Documents:**

- Library flyers
- Assessment committee documents
- Fiscal 2005-2006 Vista Library Budget Attached
- Plans for the library in Vista’s new building
RESPONSE TO RECOMMENDATION 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:

As reported in the October 15, 2004, progress report submitted to the ACCJC, Vista Community College began a systematic evaluation process for tenured faculty members in academic year 2004-2005. The faculty and administration collaborated on a process that conforms to both the existing union contract and board policy and procedures 3.30B. It also provides the flexibility to address the fact that a number of departments have no fulltime faculty members, and the business and biology departments have only one fulltime, tenured faculty member.

During academic year 2004-2005, the college had twenty-one tenured faculty members. Seven of those faculty members completed the full evaluation process. This process consisted of peer observations, student evaluations, an administrative evaluation, and a self-evaluation.

In academic year 2005-2006, the college has 27 tenured faculty members. Of those, seven additional faculty members were tenured on July 1, 2005, and one faculty member retired. This academic year the college is evaluating six tenured faculty members.

Analysis of Results Achieved to Date:

With the evaluation of seven tenured faculty members during the 2004-2005 academic year, Vista finally and successfully initiated tenured faculty evaluations. The process was smooth and uneventful and demonstrated Vista’s ability to begin the dialogue that comes from peer, student, and administrator evaluation. While the model developed between district administration and the Peralta Federation of Teachers, the faculty union, is not ideal, it is workable. As tenured faculty evaluations become a part of Vista’s organizational culture, they will enhance the discussion of teaching and learning. These results will also inform the work on the assessment of student learning outcomes, which is well underway.

The PFT contract specifies the formation of three clusters so that tenured faculty members undergo evaluation every three years. The difference between the clusters formed in 2004-2005 and this academic year, 2005-2006, is the inclusion of seven new tenured faculty members in cluster B and the elimination of one retired faculty member from cluster A. The college evaluated tenured faculty members in Cluster B in 2004-2005, and are evaluating those in Cluster A this academic year, 2005-2006. The administration and Vista faculty senate co-presidents will work collaboratively to
reconfigure the clusters in academic year 2006-2007 to balance the numbers in each cluster. The following chart provides the names of the tenured faculty in each cluster:

<table>
<thead>
<tr>
<th>CLUSTER A</th>
<th>CLUSTER B</th>
<th>CLUSTER C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith, C.</td>
<td>Lentz, Ella</td>
<td>Carruthers, K.</td>
</tr>
<tr>
<td>Dunlop, Neil</td>
<td>Wing, Rick</td>
<td>Thananjeyan P.</td>
</tr>
<tr>
<td>Garcia, Salvador</td>
<td>DesRochers, Barbara</td>
<td>Au, Wilson</td>
</tr>
<tr>
<td>Wollenberg, Charles</td>
<td>Newman, Roger</td>
<td>Matthews, Jayne</td>
</tr>
<tr>
<td>Pisano, Gabriela</td>
<td>Lowood, Jenny</td>
<td>Lizarraga, Willy</td>
</tr>
<tr>
<td>Benton, Delores</td>
<td>Rasmussen, Ponnie</td>
<td>Kindblad, Nina</td>
</tr>
<tr>
<td></td>
<td>Bielanski, Joseph</td>
<td>Doyle, Joe</td>
</tr>
<tr>
<td></td>
<td>Font, Danielle</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Freund, Peter</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hadley-Torres, Nola</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kocel, Katherine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moniz, Tom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wozniak, Sonya</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Young, Allene</td>
<td></td>
</tr>
</tbody>
</table>

**Action Plan:**

- The faculty senate and the PFT will spearhead the completion of the evaluation process for the next cluster of faculty members. The following table provides the steps and anticipated timelines for completion of the evaluation process this academic year:

<table>
<thead>
<tr>
<th>Action</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Inform the tenured faculty of the evaluation process for academic year 2005-2006.</td>
<td>Faculty Senate Co-Presidents and Vista PFT Representatives</td>
<td>August 2005</td>
</tr>
<tr>
<td>• Form the evaluation teams, which are comprised of two faculty members.</td>
<td>Faculty Senate Co-Presidents and Vista PFT Representatives</td>
<td>By August 26, 2005</td>
</tr>
<tr>
<td>• Review the composition of the</td>
<td>Faculty scheduled for evaluation in</td>
<td>By September 2, 2005</td>
</tr>
</tbody>
</table>
evaluation teams and, if desired, exercise one peremptory challenge.

| • Meet to decide on an evaluation model and establish an evaluation plan to include dates and times. (The procedures present a choice of four models.) | Faculty scheduled for evaluation and evaluation team members | Completed evaluation plan by October 1, 2005 |
| • Begin faculty and student evaluations. | Faculty scheduled for evaluation and evaluation team members | Completed by March 15, 2006 |
| • Create and maintain an administrative portfolio for each faculty member being evaluated. Each evaluation team completes a final summary report that compiles all of the information from the student, faculty, and administrative evaluations. This report will include a final rating. | Vice President of Instruction, Division Dean, and evaluation team | Completed by March 15, 2006 |

**Documents:**
1. PCCD board policy 3.30B on Evaluation of Tenured Faculty
2. Vista Faculty Senate Handout on Tenured Faculty Review Dated August 2005
RESPONSE TO RECOMMENDATION EIGHT

Recommendation

8. The college should develop a process that clearly delineates full-time faculty and staffing priorities to provide effective instruction, and work with the district to obtain funding for such positions. (Standard 7.A.1, 7.A.2, 1997 Recommendation #4.1)

Progress to Date

As reported in the March 2004 progress report, Vista had formalized the process it uses to prioritize new position requests for faculty and staff members. The following reviews the process that Vista adopted:

Faculty:

1. At the first department chairs’ meeting of the year, the following information is distributed:

   a) criteria for justifying new faculty positions, the first six of which are mandated by the district:
      i. percent of full-time faculty in the department
      ii. semester-end department enrollment patterns for three years
      iii. evidence of meeting the established class size
      iv. percentage of full-time faculty in comparable department at sister colleges
      v. position is authorized and in the budget
      vi. determination of need for new hires in program review
      vii. justification based on establishing or enhancing a program
      viii. additional justifications
   b) timeline for determining hiring priorities

   In addition, department chairs make proposals concerning the specific positions they recommend as hiring priorities. They are able to make further recommendations during the two-week period following the initial meeting.

2. The administration collects and disseminates data addressing the six criteria for justifying new faculty positions. This information is included for each position that department chairs have identified and is distributed to department chairs at least two weeks before the third meeting of the year.

3. At the following department chairs’ meeting, based on discussion of data presented and department chair presentations, the group arrives at a consensus concerning a prioritized list of new positions at the college. This may require more than one meeting. Department chairs who are unable to attend may send representatives in their place; in this event, they are encouraged to prepare a
written statement. The college has continued to implement this process for all new fulltime faculty hires

**Classified Staff:**

The filling of classified positions is determined on a case-by-case basis. Once a college department has presented a request for staffing to the college administration, and the administration has approved it, the president will write a memo to the chancellor justifying the position requested.

**Analysis of Results Achieved to Date:**

The college has successfully developed a clear process that it is now following to prioritize all faculty hires. Classified staff are justified and hired on a case-by-case basis. In the past year, 4.5 FTE positions have been added to Vista’s contract faculty, and five permanent classified staff members have been hired.

When Vista moves into its new facilities, additional staff will be necessary, especially for janitorial and security functions. The president has had a series of meetings with the chancellor and the district chief financial officer regarding whether these functions should be filled by contracting with outside firms for the first year, or whether they should be filled by permanent hires. Because of the technological complexity of the systems in the new facility, Vista must have a permanent, full-time chief engineer on staff before the general contractor will release the building to Vista. Other classified positions, such as a copy/mail center clerk, will be required for the new building, and those will be sought as the move draws nearer.

**Action Plan:**

- The department chairs and the office of instruction will continue to use agreed-upon criteria for contract faculty hiring.
- The president will complete the hiring of currently advertised classified positions.
- The president will hire a 24-hour security service for the new building by June 15, 2006.
- The president will hire a chief engineer to take responsibility for all HVAC, electrical, and security systems in the building by June 1, 2006.

**Documents:**

- Minutes of department chairs meeting Fall 2004;
- Minutes of department chairs meeting Fall 2005;
- Fulltime faculty hiring recommendation packets for the 2004-2005 academic year; and
- Fulltime faculty hiring recommendation packets for the 2005-2006 academic year
- Justifications for classified positions written in 2005-2006
RESPONSE TO RECOMMENDATION NINE

Recommendation:

9. It is recommended that the college regularly coordinate efforts with district maintenance and operations to guarantee a safe, secure and healthy environment for students. As part of this effort, it is strongly recommended that the college, in conjunction with the district, finalize and implement an emergency preparedness plan. (Standards 8.3, 1997 Recommendation 6.2)

Progress to Date:

The department of general services supports Vista Community College in its efforts to provide a healthy and safe environment. July 2004 marked the first year the college was included in district-wide deep cleaning projects. District support of the college is evidenced by the following projects the district office of general services has undertaken on behalf of the college since the summer of 2004:

- Carpet removed and new flooring installed in two classrooms (Vista annex);
- Ripped linoleum on staircase removed and new safety guards installed (Vista annex);
- Doors adjusted to an opening force of 5 lbs. to accommodate students with mobility disabilities (all locations);
- Additional railings added as a safety precaution (Vista building main lobby); and
- Missing concrete at the front door of the Vista Building filled to prevent tripping.

Another first for the college is the approved contract for Kirk Security to provide security services for all three of Vista’s leased facilities. Prior to this change, the Vista main building had security service from 7:15-8:00 a.m. only and then again from 5:00-10:00 p.m. Mondays through Fridays. Security is now provided from 7:15 a.m. to 10:00 p.m. Monday through Friday and 7:15 a.m. to 1:00 p.m. on Saturdays. Continuous security service at the Vista Building is important to the staff because of the increased traffic in an urban setting.

The college continues to provide training in CPR, First Aid, oxygen, and Automatic Emergency Defibrillator (AED) training. Several first aid kits, an AED, and an oxygen tank have been placed in key locations throughout the buildings. Vista’s last training on this equipment was held March, 2005 and received positive reviews, as evidence by the surveys included in the documentation to this report. In that same month, the college conducted a safety workshop during professional development day. Representatives from the Berkeley Police Department, University of California Berkeley Police, Berkeley Mobil Crises Team and Peralta Federation of Teachers joined to discuss campus safety. Additional district-wide training was offered at the March 1, 2006, professional development day.
For the past year, Vista’s building emergency plan has served as the training document for emergency situations. Also in place is an emergency clipboard that personnel will use in the event of an evacuation. The emergency clipboard includes the names of suite monitors, emergency numbers, floor layouts, and the names of individuals occupying the various offices.

The business manager has identified key individuals whose charge is to staff the emergency operations center (EOC) in the event of a disaster. The college is in the process of preparing a budget for required equipment and supplies for emergency preparedness. The district risk manager will go before the board to request funding for this equipment. Training for those in charge of various areas of the EOC will occur again in spring 2006. Once the Vista personnel are trained, the district risk manager will conduct a tabletop drill to evaluate college processes.

Analysis of Results Achieved to Date:

The college has worked aggressively to address this recommendation. With the move to the new building, Vista will continue to address these needs. Vista’s new building has been constructed to the highest safety standards, as mandated by the Department of State Architects, ADA, and the City of Berkeley Fire Department. Because the architects are seeking a L.E.E.D. rating for this building, the materials are completely “green,” and will not give off gasses to which personnel may be allergic. Air quality will be state-of-the-art, and full-spectrum lighting will be used throughout. A sophisticated, computerized security system will be installed in the new building and connected to both the district office and the Berkeley police. Safety and health concerns have been meticulously worked into the planning of the new facility.

Action Plan:

- The business manager will train the leaders of the EOC in disaster preparedness for the new facility by July 2006;
- The business manager and the EOC committee will conduct all-college disaster planning training during staff development day in fall 2006; and
- The business manager and the safety committee will revise the building emergency plan to accommodate the new facility by July 2006.

Documents:

- Safety Training Attendance Records;
- Staff Survey of Training;
- Building Emergency Plan;
- Professional development day highlights;
- March 2, 2005, All-College Safety Meeting
- Disaster Response Meeting Notes From Risk Manager; and
- Planning for Deep Cleaning Document
- L.E.E.D. documents regarding new facility
RESPONSE TO RECOMMENDATION TEN

Recommendation:

10. It is strongly recommended that the district and the college work together to integrate Vista Community College into the Peralta Community College district Strategic Technology Plan. In addition, a systematic equipment replacement plan should be developed in conjunction with college wide planning efforts. (Standards 8.4, 8.5).

Progress to Date:

The district, the college, and various technology consultants are working together to integrate strategic technology planning for the new building while the district is converting the mainframe software from the legacy system to PeopleSoft and is at the same time moving the four colleges and the district to a web-based management system. The activities at the district and the college are impacting Vista, both in its current facilities and in planning for the new building. The outcome of this planning should be an integrated, state-of-the-art environment that is flexible and sufficient to meet the present and long-term technological needs of the faculty, students, staff, and administration.

In the summer of 2005, the Peralta district rolled out the first stages of the PeopleSoft integrated administrative software system (payroll and human resources). College personnel are still in the process of learning the new system. In order to ensure accurate processing of student enrollments and student records and given the problems related to rolling out the first stages of PeopleSoft and those encountered during the process of cleaning up old student records in the legacy system, the district has decided to delay implementation of the student administrative system until spring 2007.

The district hired a consultant to develop a new Web page template for the district and the colleges. Vista is maintaining its old Website until the district is able to migrate it fully into the new template. Vista’s Web committee has existed for three years and is now in the process of ensuring full migration of the material it has developed to its new format. Vista is in a period of transition and adjustment to Web-based technology.

In spring 2004, the college found funds to replace outdated CPUs in one of its computer labs. Additional funds helped to replace approximately two-thirds of the computers in a second lab in spring 2005. The college installed wireless technology in the Vista Annex building student lounge and offices during fall 2005, as requested by students.

College IT staff, faculty, students, district IT staff, various consultants, and the new building project manager meet regularly to plan the technology in the new facility. Cable runs, drops, MDF and IDF installations have been completed in the new structure. Vista’s telephones and security systems will be tied into district systems.
District-wide technology committee meetings have happened. However, the focus of these meetings has been on the implementation of PeopleSoft administrative software and the design and administration of the Web page(s).

Vista Community College had its first meeting of its revitalized strategic technology planning Committee on September 9, 2005. Meetings were scheduled on the first and third Wednesday of each month. The initial meetings became one-on-one discussions by units with the appropriate consultants, network coordinator, and district staff, which addressed 2 a. and b. of the committee charge (see below). Since the college will complete most of the planning for and ordering of equipment in March, 2006, the spring meetings should be more broadly focused to address 2. c, d, e, f, g, and h of the charge.

The Vista strategic technology planning committee agreed upon the following committee charge:

1. Prepare, prior to December 1, 2005, the initial response to WASC Recommendation 10 for the March 15, 2006 report for the accreditation liaison officer to compile.

2. Develop a long-term instructional technology plan for the college, which includes the following items:
   a. Evaluate and recommend the purchase of technology such as “smart classrooms,” supportive equipment and software that aids in classroom instruction, equipment and software which aid the challenged student, communication systems, including telephones and photocopiers in the new facility, and instructional support technology for classrooms and for the library;
   b. After technical trends have been evaluated, select and recommend technology that will meet long-term information needs of users at the college;
   c. Plan long-term hardware and software acquisitions;
   d. Aid in the design of a systematic approach to the maintenance of accurate records of purchase, replacement, and renewal timelines, and disposition;
   e. Disseminate pertinent information to faculty and staff;
   f. Identify and reduce obsolescence;
   g. Recommend a budgeting process to meet the ongoing technology needs of the college; and
   h. Assist Information Technology in designing an approach to define short- and long-term strategies to deliver services to meet defined user needs.

Analysis of Results Achieved to Date:

Much of the focus at the district level is on making the transition to PeopleSoft and to the new Website. The district has actively participated in technology planning sessions for the new Vista building. To that end, constructive collaboration has occurred between the district and the college. The college has made strides in upgrading some of the computer
labs. In July of 2006, when Vista moves into its new facility, it anticipates replacing all older computers, purchasing additional computers and other equipment, and equipping all classrooms and labs with audio-visual control stations. Since much of the current planning of the Vista technology committee has involved preparing for the technological needs of the new building, it is behind schedule for completing a Vista technology master plan that will include a replacement schedule for all equipment in the college. The committee anticipates completing this plan before the end of the spring 2006 semester.

The four college presidents are looking into the feasibility of leasing all technology in the district so that equipment can be replaced on a three-year schedule. This is a plan that would guarantee timely upgrades and regular maintenance.

**Action Plan:**

- College and district IT staff and consultants will install and activate appropriate, agreed-upon technology throughout the new site by July 1, 2006.
- College IT staff and the division dean will implement a plan for hardware and software acquisition time-line and budgeting process by May 2006.
- College IT staff will train all faculty, staff, and administrators in the use of technologies relevant to them in the new facility by August 2006.

**Documents:**

- Committee Charge
- Minutes from FF&E meetings, 2005 and 2006
- IT and consultant equipment recommendations
- Minutes from consultant meetings.
RESPONSE TO RECOMMENDATION ELEVEN

Recommendation:

11. It is recommended that the district clarify and document its financial allocation model and ensure that there is full understanding by campus personnel. The development of this model should be done in collaboration with the campuses. Allocations for resources to the campuses should follow the model to the extent possible, and any deviation from the model should be fully explained. (Standards 9.A.2, 9.A.4, 9.B.4)

Progress to Date:

Vista’s initial response to this recommendation is contained in the March 14, 2004 progress report. The following will provide an update since that time.

Vista’s Budget Advisory Committee

The Vista budget advisory committee (VBAC) worked toward clarifying and formulating a financial allocation model and carried the dialogue forward to the district level. Members from the VBAC provided a strong presence on the district budget allocation task force (DBATF). Vista researched and reviewed a variety of community college budget allocation models, and in 2004 Vista presented that research at DBATF meetings. Prior to any DBATF meeting, the VBAC continued to meet to strategize how to respond to recommendations and proposals that arose in the DBATF, chaired by the district’s chief financial officer. Vista worked to be proactive in the DBATF and to take the process seriously by preparing proposals and responses for DBATF meetings.

District Budget Allocation Task Force

As noted in the March 15, 2004, progress report, the initial meeting of the DBATF happened on November 12, 2003, and met monthly until the end of spring 2004. The process slowed during fall 2004 and spring 2005 due, in part, to administrative changes at the district level. From March 2005 till October 31, 2005, the DBATF did not meet. The district chief financial officer did not schedule meetings during this time period given the implementation of PeopleSoft for financial services with a “go live” date of July 1, 2005. After the “go live” date, various problems and glitches occurred and had to be corrected immediately, thus occupying the time of the district chief financial officer. However, during this hiatus period, he met with the Vista budget advisory committee (VBAC) in May 2005, to review proposed allocation formulas that he had developed. This meeting was scheduled to respond to Vista’s frustration with the process for the allocation model and lack of concrete progress. This frustration was documented in a March 2005 memo.

During this time, the district made the budgeting process more transparent. Current budget reports presented to the board of trustees as well as to the colleges are clearer.
The district chief financial officer introduced two models based on a primary principle: fund course offerings to maintain and grow our FTES levels (which determine our level of state funding). The model he favored uses FTES, economy of scale, and square footage in part as ways to determine the “costs” of various district services for the colleges. While there was some shift of dollars from Laney College in this model, the district office budget was to remain largely constant but subject to review by the district budget advisory committee (DBAC). This model was a starting point and has been modified.

The DBATF met on October 31, 2005. At this meeting, the district chief financial officer established three task forces to provide input that the DBATF used in developing a budget allocation formula. These three task forces addressed the following areas: principles for allocation, instructional productivity and allocation, and addressing Vista growth. The task forces presented reports on November 28, 2005, and the DBATF began preliminary discussions. The VBAC met on December 7, 2005, to review the reports and to draft a college response to them. These reports were the agenda for the December 12, 2005, meeting.

Over the 2005 holiday break, the district’s district chief financial officer compiled a budget allocation model book which reflected the DBATF’s work, including the draft allocation model, allocation rules, productivity standards, and the update on the funding of Vista growth. This budget allocation model book was distributed to DBATF members.

At the January 30, 2006, meeting of the DBATF, an open and frank discussion took place on various aspects of the proposal. Two issues (“Economy of Scale” and “College Productivity”) emerged, for which the committee needed additional information. On February 6, 2006, the district chief financial officer brought in recommended revisions in these two areas that were readdressed on February 27, 2006. It was explained at both February meetings that the DBATF was an advisory group making recommendations first for faculty senate review (per Title 5, §§ 53200 and 53203) at the four colleges. At the February 27, 2006, DBATF meeting, the funding formula was forwarded to the four faculty senates and the district academic senate for review and comment. Once district academic senate consultation is complete, the proposed formula will be sent to the DBAC, which is chaired by the chancellor, for final review and action.

Analysis of Results Achieved to Date:

The work of the DBATF, beginning with the fall 2005 semester, was more focused and has finalized a recommended budget allocation formula. Notes and minutes were taken at DBATF meetings during this time and were distributed to committee members prior to meetings. DBATF and college budget committees came to the realization that the district does not have sufficient funding; they therefore became more pragmatic in approaching a budget allocation formula. Initial reaction to the transparency provided by the model forced committee discussion to be more honest and realistic. The three subcommittees met, reported back to the DBATF, and introduced proposals, again based on a realistic understanding of district budget/funds. After some delays last year, the budget allocation
process recommended a transparent budget allocation formula to the DAS and the chancellor.

**Action Plan:**

- The academic senates will move the proposed budget allocation formula through the four college faculty senates by the end of April 2006.
- The faculty senates will send the proposed model, together with their approval, to the district budget advisory committee, chaired by the chancellor, for finalization by May 15, 2006

**Documents:**

- Budget allocation formula final report
- Budget allocation task force minutes
- Vista March 2005 memo
RESPONSE TO RECOMMENDATION TWELVE

12. The team recommends that the Peralta Community College District should provide a detailed and concrete plan that clearly identifies the steps, timelines, and measurable actions that are being undertaken by the district to provide funding for the long-term liability posed by health care benefits. (Standard 9.C.1, 1996 Standards of Accreditation)

DISTRICT RESPONSE
Incorporating Materials from the October 2005 Report:

In response to this team recommendation, the chancellor directed the district chief financial officer to identify and take steps to locate funds for long-term medical liability benefits. In December 2005, Peralta Community College District sold a series of 2005 bonds that would provide funding for this long-term liability coverage of the districts retirees’ health care obligations.

Peralta Community College District covers full, lifetime retiree health care benefit coverage for employees hired before July 1, 2004. The actual cost of the contractually obligated benefits is paid directly to beneficiaries. On a pay-as-you-go basis, the district’s retiree health benefit payments are projected to increase from $5.32 million in fiscal 2006 to a peak $13.44 million in fiscal 2032, and then decline.

The proceeds of the series 2005 bonds will be placed in a retiree health benefit program (RHBP) fund held by a trustee, which fund may be used only to pay or reimburse the district for payment of retiree health benefit costs. The district projects that the investment earnings on the fund will pay its retiree health care costs while the bonds are outstanding, assuming an annual return of 6%. By virtue of this transaction the district anticipates that it will maintain its retiree health care costs at a constant 6.7% of budget through the 2049 final maturity of the bonds as opposed to experiencing an increase in such costs to almost 9% of budget over the next 15 years.

Governmental Accounting Standards Board (GASB 45), which will require reporting and accounting for “Other Post Employment Benefits Bonds” (OPEB), largely retiree health care, becomes effective for employers in fiscal years beginning after December 15, 2006. The statement generally requires that employers complete an actuarial valuation to determine their retiree health care liabilities and also calculate the annual required contribution (ARC) to pre-fund such liabilities. The difference between actual annual contributions to the plan and the ARC would be reported as a net OPEB obligation in the district’s financial statements. The district’s preliminary GASB 45 actuarial valuation reported the present value of benefits for retiree health care ranging from $132 million, at a 7% discount rate, to $196 million, at 4.5%. The district’s ARC for fiscal 2006 is projected at approximately $12 million compared with an estimated pay-as-you-go cost of about $5 million mentioned above.
The district believes that because amounts in the RHBP Fund, containing bond proceeds, could under certain circumstances be used to redeem bonds, and thus the fund assets are not irrevocably dedicated solely to paying plan benefits, it would not be deemed a qualifying trust for GASB 45 purposes. Therefore, the district expects to continue to report increasing, unfunded actuarial accrued retiree health care liabilities and net OPEB obligation. Because of the closed nature of the plan, both measures are projected to peak over the next 15-20 years and then decline. From a practical standpoint, these liabilities would be counterbalanced to a certain extent by the assets in the RHBP Fund.

**Progress to Date:**

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

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

The district retained the actuarial firm of Bartel & Associates LLC on July 22, 2005. The Peralta board of trustees, on July 26, 2005, passed a resolution authorizing the district to issue up to $250 million in OPEB bonds. On August 12, 2005, the district filed in Superior Court a petition for bond validation which received a judicial validation judgment on November 7, 2005. The chancellor, the chairman of the board finance & audit committee, and the district’s district chief financial officer interviewed four investment banking firms in New York on September 8 and 9 and at the December 13, 2005, board of trustees’ meeting, an Indenture of Trust between the Peralta Community College District and Deutsche Bank Trust Company Americas was approved. All OPEB bonds were sold by the end of December 2005.
The Peralta Community College District’s resolution to the unfunded medical liability issue to be in compliance with GASB has now been reported in the Chicago Herald Tribune and local newspapers.

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

**Analysis of Results Achieved to Date:**

- The district, as a result of negotiations with the unions, changed and implemented union contracts in July 2004. These contracts require a medical co-pay which has been implemented and is operational; District medical benefits end at age 65 for all employees hired after July 1, 2004; and 10 years is now required for vesting of all employees hired after July 1, 2004. Previously, the requirement for vesting of academic employees had been five years.
- The district replaced Blue Cross with Interplan, a network of physicians, and Core Source as administrator of services in September 2004. This action reduced administrative costs of the medical benefit program and allows the district to qualify for rebates which defray district costs; and
- On September 8 and 9, 2005, the chancellor, the vice chancellor for finance and budget (the chief financial officer), President of the Peralta Federation of Teachers (PFT), and chair of the board’s committee on audit and finance traveled to New York to interview perspective investment firms.
- On November 7, 2005, the district Finance Department received a judicial validation judgment from Alameda Superior Court allowing PCCD to sell OPEB bonds.
- A full presentation was made to the board of Trustees on December 13, 2005
- All bonds were sold by the end of December 2005
- On January 10, 2006 the board of trustees approved contracting for brokerage and consultant services with PSW Benefits Resource of Burlingame as the district’s benefits broker.
- The board of trustees will revise its investment policy.

**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 full disclosure by 2006-07, per the new GASB standards.

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

**Action Plan:**

- Finance department will continue to monitor this effort.
- The board of trustees will move forward on a new investment policy.

**Documents:**

- Resolution of the board of trustees authorizing issuance of bond;
- Superior Court petition for bond validation;
- Superior Court judicial validation judgment
- Draft of board investment policy; and
- Union contracts
RESPONSE TO RECOMMENDATION THIRTEEN

Recommendation:

13. The team recommends the college take immediate steps to examine and improve its communication and information exchange process with the district office particularly in regard to financial management information. The team also recommends that the college examine and improve its internal communication processes in regard to financial information so as to ensure that clear and accurate financial information concerning Vista Community College is disseminated to appropriate segments of the college community in a systematic manner. (Standards 10.B.1, 10.B.2, 10.B.3, 10.10.C.1, 10.C.2)

Progress to Date:

The business managers from Peralta’s four colleges meet monthly with the district chief financial officer. During these meetings, the participants exchange financial information and address issues and concerns. With the migration to PeopleSoft, these meetings have become crucial. The business managers convey information gleaned in these meetings to the college executive and leadership committees as well as to the college budget advisory committee.

The college had administrators and representatives from the classified and faculty senates serving on the district’s budget allocation task force. Vista’s budget advisory committee scheduled a meeting following each district task force meeting to debrief and to share financial information with members of Vista’s committee. This allowed the committee to prepare for the next district budget allocation task force meeting.

Vista’s budget process is transparent. Annually, the business manager prepares a budget booklet for the Vista budget advisory committee. The budget booklet provides a detailed breakdown of how and where funds are allocated throughout the college. The Vista budget advisory committee is a shared-governance committee comprised of administrators, faculty, classified staff and the student government president. Once the budget is set, the business manager walks the committee through this booklet page by page and addresses all questions and makes needed adjustments. The allocations in the Vista budget are in keeping with educational planning and educational priorities. With the setting of the Vista budget, all are informed of the allocation of money to the various segments of the college, including classroom instruction, salaries, tutoring, supplies & equipment, marketing, etc.

Analysis of Results Achieved to Date:

The district chief financial officer has created better communication between the district office and the colleges. Communication with the college business officers has created a better relationship with the district finance department. This communication is pivotal to the work of the district-wide budget advisory committee. Budget information, such as...
proposed budgets, financial audits, budget updates, is regularly presented at the board of trustees’ meetings. Posting of the district-wide budget book on the Web has been valuable.

The Vista budget advisory committee works effectively and shares budget information with its various constituencies to increase transparency and communication.

**Action Plan:**

- Vista business manager will continue to produce and disseminate the Vista budget booklet yearly.
- Vista’s business manager will continue to discuss the budget at all Vista budget advisory committee meetings.
- Members of the Vista budget committee will continue to actively participate in district-wide planning processes and meetings.

**Documents:**

- Agendas from district-wide meetings for the college business officers and the district chief financial officer
- Agendas from the Vista budget advisory committee meetings
- District budget book, 2005-2006
RESPONSE TO RECOMMENDATION FOURTEEN

14. The team recommends that the board of trustees move expeditiously to appoint an interim chancellor and begin the process of recruiting a permanent chancellor. The team further recommends that the board of trustees direct the new chancellor to make stability of both college and district administrative personnel a priority. (Standards 10.B.1, 10.B.2, 10.B.3, 10.B.5, 10.C.1, 10.C.2)

DISTRICT RESPONSE

As acknowledged in prior accreditation team reports, the district has addressed the first part of this recommendation by appointing Mr. Elihu Harris, J.D., as permanent chancellor of the Peralta Community College District. Chancellor Harris was hired initially as interim chancellor on 3/15/03, and became the permanent chancellor on 4/28/04.

Analysis of Results to Date

Chancellor Harris remains the district chancellor, and has a good working relationship with the board of trustees and the college presidents. The chancellor continually works to fill all vacant administrative positions as quickly as possible. As of February 2006, there are 50 district managers, 41 of whom are permanent and 9 of whom are interim/acting. These interim management positions are at various stages of the recruitment/selection process. The chancellor works with the college presidents to ensure stability in college administrations.

COLLEGE RESPONSE

Vista’s October 2004, progress report addressed the second portion of the recommendation. Vista’s administration has remained relatively stable since that report. Vista’s president was hired July 1, 2004. With the exception of vice president of instruction who left to accept a presidency in another state, the administrative team has remained intact. A former instructional division dean (hired 4/02), assumed the position of vice president of instruction through the regular hiring process on July 1, 2006. An experienced dean from Laney College, transferred to Vista in fall 2005 to fill one of the college’s instructional division dean positions. The other instructional dean position is currently open and will be advertised in spring 2006. The vice president of student services (hired 7/01), the dean of student support services (7/00), and the college business officer (hired 7/00) remain in their positions.

Analysis of Results Achieved to Date

The administrative leadership at Vista is stable. All administrators are actively involved in the transition that the college is about to make from its current facilities into its new building, a move that will occur at the end of July 2006. Besides being active in college planning and on numerous college committees, the administrators are active participants...
on district-wide committees, including district-wide strategic planning, the budget allocation model committee, the budget advisory committee, the committee for institutional planning and development (CIPD), the matriculation committee, the technology committee, and the facilities committee, among others. Vista administrators, faculty and staff will be actively involved in the seven district-wide strategic planning teams.
Response to Recommendation Number Fifteen

See Focused Mid-term Report (see pages 26-53)
## Responses to Self-Identified Planning Agenda Items in the Vista Community College Institutional Self-Study (Spring 2003)

<table>
<thead>
<tr>
<th>Standard One: Institutional Mission</th>
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<tbody>
<tr>
<td>• The classified senate, academic senate, curriculum committee, and administration will continue to evaluate and revise the mission statement as part of the college master planning process on a biannual basis to coincide with the planning cycle. (1a)</td>
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<tr>
<td>• The vice presidents will incorporate the mission statement as a prominent part of all new employee orientations at the beginning of each semester. (1b)</td>
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<tr>
<td>• The administration will incorporate the mission statement as a prominent part of ongoing faculty, administrative, and classified professional days. (1c)</td>
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</table>

## Standard Two: Institutional Integrity

<table>
<thead>
<tr>
<th>Standards</th>
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<tbody>
<tr>
<td>• The public information officer and the college network coordinator will ensure that the college web site migrates to the district server by the summer of 2002. Thereafter the public information officer will ensure that all information posted to the web site is current. (2.1a)</td>
</tr>
<tr>
<td>• The EOPS/CalWORKS staff will institute a process to utilize student input in order to revise the student contract by the spring of 2003. (2.1b)</td>
</tr>
<tr>
<td>• DSPS staff will develop a plan to publicize its programs to all Vista students. (2.1c)</td>
</tr>
<tr>
<td>• Vista’s vice president of student services will request a report of all students who respond positively to question 23 on the admissions form and will share the report with the appropriate departments. He will pursue other needed changes to the admission form. (2.1d)</td>
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<tr>
<td>Item</td>
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<tr>
<td>The vice president of instruction will ensure that the curriculum committee chair is involved in the review of the class schedule. (2.1e)</td>
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<tr>
<td>The vice presidents will institute a process in the spring of 2003 to involve the entire college in revising the educational and resources plans, with the help of department chairs. (2.1f)</td>
</tr>
<tr>
<td>The vice president of instruction will ensure that the PCCD policy statement on academic freedom is included in revisions to the faculty handbook beginning in the fall of 2003. (2.2a)</td>
</tr>
<tr>
<td>The vice presidents, along with the public information officer, will ensure that information regarding academic freedom and the student’s right to a relevant and objective education is included in the catalog, the faculty handbook, and the student handbook. This plan will be implemented by fall of 2003 when the new catalog is published. (2.3a)</td>
</tr>
<tr>
<td>By fall of 2003, the faculty senate co-chairs will disseminate the faculty code of ethics to all faculty members, both contract and adjunct. (2.3b)</td>
</tr>
<tr>
<td>The faculty senate co-chairs will establish a Vista Community College professional ethics and standards committee by the spring of 2003. (2.3c)</td>
</tr>
<tr>
<td>The vice president of instruction, the department chair of English and the chair of the curriculum committee will appoint a subcommittee of faculty and administrators to determine how best to clarify the concept of plagiarism for students. This definition with examples of violations of academic honest will be included in both the faculty and student handbooks. This plan will be implemented by fall 2003. (2.5a)</td>
</tr>
<tr>
<td>The vice president of instruction will ensure that the Peralta board policy on academic honesty (Code of Instructional Standards board policy 5.15) is included in the faculty handbook by fall of 2003. (2.5b)</td>
</tr>
<tr>
<td>The district will provide Vista with equitable access to reasonable accommodation money. (2.6a)</td>
</tr>
<tr>
<td>The district will provide sufficient funds for adequate full-time classified staff trained to serve special populations. (2.6b)</td>
</tr>
</tbody>
</table>
- The administration will designate newly leased space on the fourth floor to reconfigure office space for full and part-time faculty. (2.6c) | X |
- DSPS will track the numbers of developmentally disabled persons who enroll in classes, without violating their privacy rights, as the first step in devising a plan to adequately serve this population. (2.6d) | Ongoing |
- Beginning in 2002, Vista’s administration will initiate strategic planning that includes the whole college, identifying the college’s strengths and weaknesses and focusing on primary goals for the next five years. This process also will look at and revise the educational and resources plans, then use it as a springboard for other strategic planning. The president will ensure that the document is updated at least every two years. (2.9a) | Ongoing |
- Vista’s president and vice presidents will initiate a process of student, faculty, staff, and administrative collaboration for creating written policies covering all aspects of college life. (2.9b) | IP |
- Beginning in the fall of 2002, all committee chairs and the two senates will keep formal written minutes of their meetings, housing one copy in the library and one in the president’s office. (2.9c) | Ongoing |

### Standard Three: Institutional Effectiveness

- The district office of institutional research will provide analytical software and widespread training in analysis of district data and use of database management software currently under development by the district. (3A1a) | IP |
- The deans of instruction will work with the college researcher and the department chairs for the purpose of locally developed research for program and discipline reviews. (3A1b) | Ongoing |
- The researcher will conduct college-specific research and spearhead efforts to pursue grants, as guided by the research and grants committee. (3A1c) | IP |
<table>
<thead>
<tr>
<th>Action</th>
<th>Status</th>
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<tbody>
<tr>
<td>The researcher will ensure that research results relating to program</td>
<td>IP</td>
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<tr>
<td>effectiveness and outcomes based learning are systematically and</td>
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<tr>
<td>routinely made available to all administrators, faculty, and staff.</td>
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<tr>
<td>(3A1d)</td>
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<tr>
<td>The college’s research office and the district office of institutional</td>
<td>IP</td>
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<tr>
<td>research will collect and disseminate data concerning student success</td>
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<td>in the areas of job placement and promotions. (3A3a)</td>
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<tr>
<td>The college’s research officer will capture accurate and complete</td>
<td>IP</td>
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<tr>
<td>data concerning transfer of Vista students to four-year institutions.</td>
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<tr>
<td>(3A3b)</td>
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<tr>
<td>The college administration will develop a procedure to implement</td>
<td>IP</td>
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<td>recommendations which result from program review. (3A4a)</td>
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<tr>
<td>The district will supply funding to allow the college to implement</td>
<td>Ongoing</td>
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<tr>
<td>recommendations which result from program review. (3A4b)</td>
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<tr>
<td>The district will prepare appropriate back-up data to facilitate</td>
<td>Ongoing</td>
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<tr>
<td>program review for interdisciplinary programs. (3A4c)</td>
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<td>The vice president of student services will institute a process to</td>
<td>Ongoing</td>
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<td>facilitate the inclusion of student input into the educational and</td>
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<td>resources plans. (3B1a)</td>
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<tr>
<td>The management team, led by the president, will establish fair and</td>
<td>X</td>
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<td>inclusive guidelines for determining the process of financial</td>
<td>Ongoing</td>
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<td>planning. (3B1b)</td>
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<tr>
<td>The management team, led by the president, along with the faculty</td>
<td>X</td>
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<tr>
<td>senate and classified senate, will ensure that appropriate segments</td>
<td>Ongoing</td>
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<td>of the college are represented on the budget advisory committee.</td>
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<tr>
<td>(3B1c)</td>
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<tr>
<td>In 2002-03, the vice presidents will include appropriate segments of</td>
<td>X</td>
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<tr>
<td>the college community in updating the educational and resources plans</td>
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<tr>
<td>according to past practices prior to 2000-01. (3B3a)</td>
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<tr>
<td>The college research officer will expand reporting of institutional</td>
<td>IP</td>
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<tr>
<td>performance to reflect institutional goals, as outlined in the college’s educational and resources plans. (3C1a)</td>
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<td>Item</td>
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<tr>
<td>The college research officer will conduct classroom research and research on special programs such as EOPS and DSPS to determine their effectiveness. (3C1b)</td>
<td>IP</td>
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<tr>
<td>The college research officer will develop an in-depth and longitudinal collaborative research program to assess student progress and success in key college programs and disciplines. This longitudinal research should include a tracking system to measure student success years after students graduate or complete professional enhancement courses at Vista. (3C1c)</td>
<td>IP</td>
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<tr>
<td>Management and the college researcher will promote staff development activities to inform faculty and college community of the significance of institutional outcomes. (3C1d)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Management, the college research officer, department chairs, and other faculty will create an overall assessment plan that focuses on student learning outcomes and reflects institutional effectiveness. (3C1e)</td>
<td>Ongoing</td>
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<tr>
<td>The vice president of student services and public information officer will develop mechanisms for disseminating information about student achievement to the large Vista community. (3C2a)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>The public information officer will remain on site at Vista so that the institution may maintain long-established relationships with civic, business, and educational institutions within the community. (3C2b)</td>
<td>X</td>
</tr>
<tr>
<td>Administration, key members of the faculty, classified staff, and students will resume strategic planning in fall 2002, and will develop a systematic process for reviewing and updating research efforts to be used in evaluation processes and institutional planning. (3C3a)</td>
<td>X</td>
</tr>
<tr>
<td><strong>Standard Four: Educational Programs</strong></td>
<td></td>
</tr>
<tr>
<td>The college will hire a full-time English instructor whose focus is basic skills. (4Aa)</td>
<td>X</td>
</tr>
<tr>
<td>The college will hire a full-time mathematics instructor whose focus is basic skills. (4Ab)</td>
<td>IP</td>
</tr>
</tbody>
</table>
- The college will hire a full-time ESL instructor. (4Ac)
  - X

- The district will commit needed funding for basic skills instruction, which will permit enrolling a maximum of 20 students in basic skills classes, and create two full-time basic skills tutoring positions, one in English and one in mathematics. (4Ad)
  - IP

- The district will allocate funds to Vista in order to hire sufficient ESL tutors and staff to support the needs of Vista’s international students. (4Ae)
  - IP

- The researcher will conduct a study generating statistics on the number of students moving from basic skills classes to the next level of instruction, as well as how many times students repeat basic skills classes, and on the number of students entering at the basic skills level who complete certificates or degrees. (4Ba)
  - IP

- The vice president of instruction will develop a catalog committee for the 2003-2005 catalog and charge the committee to develop information for each program, especially vocational programs, listing career possibilities and career ladders available to students. (4Bb)
  - IP Extend date

- The vice president of student services and the chair of the English department will recommend to the district matriculation committee that a writing sample be added to the matriculation assessment process. (4Bc)
  - X

- The curriculum committee and the vice president of instruction will review fee-based classes and other offerings not currently reviewed by the curriculum committee. (4Bd)
  - Ongoing

- The staff development Committee will sponsor a training session for faculty to teach them to incorporate course outline material, including performance objectives, in their syllabi. (4Be)
  - Ongoing

- The vice president of instruction, deans of instruction, and department chairs, working with the curriculum committee, will add technology and information competency to performance objectives of general education courses. (4Ca)
  - IP
### Standard Five: Student Support and Development

<table>
<thead>
<tr>
<th>The vice president of student services will ensure that the multimedia presentation regarding student service programs is developed and used to present information on a continuous basis to students via a kiosk in a central location. (5.2a)</th>
<th>IP</th>
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<tbody>
<tr>
<td>The vice president of student services and department chairs will establish a consistent and thorough survey procedure to determine students’ level of understanding and satisfaction concerning college publications. (5.2b)</td>
<td>IP</td>
</tr>
<tr>
<td>The vice president of student services will lead an effort to educate students about the availability of Vista’s student services through the use of flyers, web sites, and announcements in classes. (5.3a)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>The vice president of student services and college researcher will work with the associate vice chancellor of research and institutional development to develop survey questions which examine students’ awareness of learning support services at the college. (5.3b)</td>
<td>IP</td>
</tr>
<tr>
<td>By spring 2003, the vice president of student services and learning disabilities specialist will ensure that students undergo a study skills assessment and a multiple measures assessment during orientations. (5.3c)</td>
<td>Extend date</td>
</tr>
<tr>
<td>The vice president of student services will meet with faculty and staff members to plan for a more effective early alert program. (5.3d)</td>
<td>Ongoing</td>
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</tbody>
</table>
The vice president of student services will work with Vista planning committees to make evident the goal of student participation in evaluating and improving student services through the mission, philosophy, and vision statements, the goals and objectives, and other planning documents of the college. (5.4a)

The vice president of student services and vice chancellor for institutional development will develop specific questions to elicit feedback from students regarding their level of involvement in the planning and evaluation of Vista’s student support programs and will ensure that these questions become part of surveys conducted at Vista. (5.4b)

The vice president of student services and the ASVCC will formalize a model to elicit feedback regarding the effectiveness of student support services at Vista, which will include developing an end-of-year survey of how well students were included in the planning and evaluation of student support services at Vista. (5.4c)

The president, vice presidents, and ASVCC will develop a plan to specify which ongoing college committees and services need student participation. (5.4d)

By spring 2003, the vice president of student services and associate vice chancellor of admissions and records will develop a district-wide readmission policy for transfer students requesting them to declare formal dismissal from another college. (5.5a)

The vice president of student services and associate vice chancellor of admissions and records will establish a procedure whereby a student who seeks to challenge a prerequisite or co-requisite is required to discuss this process with a counselor. (5.5b)

The vice president of student services and associate vice chancellor of admissions and records will study the integrity of the processes associated with enforcement of prerequisites and improve them as necessary. (5.5c)
<table>
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<tr>
<th>Task Description</th>
<th>Status</th>
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<tbody>
<tr>
<td>The vice president of student services and the associate vice chancellor of admissions and records will develop and implement a policy to require matriculating students to submit high school and college transcripts at the time of admissions. (5.6a)</td>
<td>IP</td>
</tr>
<tr>
<td>The vice president of student services will secure and develop an interactive computer kiosk to be used as a registration site. (5.6b)</td>
<td>IP</td>
</tr>
<tr>
<td>The vice president of student services, the student services specialist for assessment and coordination, and the matriculation committee will expand the assessment and orientation process to “identify students” learning styles and “evaluate prior academic experience,” consistent with matriculation guidelines, and will develop a mechanism to utilize this information in placing students into classes. (5.6c)</td>
<td>IP</td>
</tr>
<tr>
<td>The coordinator of the career and transfer center, the career/transfer center counselor, and the public information officer will develop a marketing strategy to better inform Vista students of the services available to them in the Career/Transfer Center. (5.6d)</td>
<td>X</td>
</tr>
<tr>
<td>The career and transfer center coordinator and transfer center counselor will work with the researcher to collect accurate data concerning job placement. (5.6e)</td>
<td>Ongoing</td>
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<tr>
<td>The vice president of student services and counselors will develop a plan to inform the college as to how well counseling services are serving students. (5.6g)</td>
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<tr>
<td>The college will hire additional full-time counselors in order to provide the increasing number of students the professional services needed. (5.6h)</td>
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<tr>
<td>The vice president of student services and counseling staff will work with district personnel to develop a web-based recording system that will hold all student information in one area. (5.6i)</td>
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<tr>
<td>• The vice president of student services and DSPS coordinator will establish an all-college task force to work toward maximum technology access for all disabled students and integrate access technology into the college technology plan. (5.6j)</td>
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<tr>
<td>• The DSPS coordinator will implement a training program for faculty and staff regarding understanding and working with the increasing number of students who have psychological disabilities. (5.6k)</td>
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<tr>
<td>• The DSPS coordinator will continue to develop special classes in access technology, especially for blind and low-vision students, and the college will secure a full-time certificated adaptive computer access specialist. (5.6l)</td>
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<tr>
<td>• The vice president of student services and DSPS coordinator will improve signage on campus to better accommodate students with disabilities. (5.6m)</td>
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<tr>
<td>• The DSPS coordinator will work with the college researcher to apply for grants to improve support services for students with disabilities. (5.6n)</td>
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<tr>
<td>• The college will hire a full-time EOPS counselor to provide continuity in counseling services to EOPS students. (5.6o)</td>
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<tr>
<td>• The college will hire additional EOPS tutors for areas beyond basic skills. (5.6p)</td>
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</tr>
<tr>
<td>• The dean of student services/EOPS director and the coordinator of EOPS will develop workshops for EOPS students and other at-risk students in the areas of study skills, resume writing, transitions to four-year institutions, and interviewing skills, as well as other relevant topics. (5.6q)</td>
<td></td>
</tr>
<tr>
<td>• The vice president of student services and the dean of student services/EOPS director will expand outreach efforts to adult schools, churches, and other community organizations. (5.6r)</td>
<td></td>
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<tr>
<td>• The vice president of student services and the dean of student services will develop in-service training to acquaint instructional faculty with EOPS eligibility and requirements. (5.6s)</td>
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<tr>
<td>• The vice president of student services and the dean of student services/EOPS director will develop a one-unit peer advising course. (5.6t)</td>
<td>IP</td>
</tr>
<tr>
<td>• The dean of student services/EOPS director will establish an EOPS student leadership program, including courses in leadership. (5.6u)</td>
<td>IP</td>
</tr>
<tr>
<td>• The dean of student services/EOPS director and department chairs of English and mathematics will work with the appropriate dean, faculty members, and counselor to develop learning communities for EOPS and other basic skills students with an emphasis on block scheduling of interdisciplinary courses and study sessions, and program class tutoring, peer advising, instructional and counseling support, and program mentoring, and will systematically evaluate the effectiveness of this program. (5.6v)</td>
<td>IP</td>
</tr>
<tr>
<td>• The dean of student services will work with the EOPS advisory board to seek additional scholarships and internship opportunities for EOPS students and to raise funds for EOPS program activities. (5.6w)</td>
<td>X</td>
</tr>
<tr>
<td>• The dean of student services/EOPS director, EOPS coordinator, and CalWORKS counselor will work with their counterparts at other campuses to organize annual district-wide EOPS/CARE student conferences. (5.6x)</td>
<td>IP</td>
</tr>
<tr>
<td>• The vice president of student services and the financial aid coordinator will develop a program-specific, ongoing evaluation to accurately assess students’ opinions of the services provided by the financial aid office. (5.6y)</td>
<td>X</td>
</tr>
<tr>
<td>• The dean of student services and the financial aid coordinator will establish an ongoing training program for financial aid staff in the use of SAFE. (5.6aa)</td>
<td>X</td>
</tr>
<tr>
<td>• The dean of student services and instructional assistant/SSC coordinator will work with department chairs to develop an official and structured tutor training program. (5.6ab)</td>
<td>X</td>
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<tr>
<td>• The dean of student services and coordinator of the student success center will work with the researcher to develop a database system for tracking SSC student progress. (5.6ac)</td>
<td>X</td>
</tr>
<tr>
<td>• The vice president of student services will develop a student evaluation process to determine the effectiveness of veterans’ services and will suggest improvement. (5.6ad)</td>
<td></td>
</tr>
<tr>
<td>• The college will hire a permanent articulation officer. (5.6ae)</td>
<td>X</td>
</tr>
<tr>
<td>• The dean of student services and CalWORKS counselor will develop a strategic plan prioritizing the tasks relating to CalWORKS that are found in the educational and resources plans (2001-2016). (5.6af)</td>
<td>X</td>
</tr>
<tr>
<td>• The college will hire a full-time CalWORKS counselor. (5.6ag)</td>
<td>X</td>
</tr>
<tr>
<td>• The college will hire student workers to staff the CalWORKS program. (5.6ah)</td>
<td>X</td>
</tr>
<tr>
<td>• In the upcoming planning process, the president, vice president, faculty senate president, and classified senate president will include faculty, classified staff and students in determining how best to create an environment that supports diversity. (5.7a)</td>
<td></td>
</tr>
<tr>
<td>• The college will hire a .5 student activities coordinator who will develop an ongoing plan and agenda to create at Vista a “co-curricular environment that fosters intellectual, ethical, and personal development for all of its students.” (5.8a)</td>
<td>X</td>
</tr>
<tr>
<td>• The vice president of student services will work with student services staff to initiate an ongoing, day-to-day, student-based evaluation of all student services programs. (5.10a)</td>
<td>X</td>
</tr>
<tr>
<td>• The vice president of student services will work with student services staff to develop a system that integrates all existing student surveys so as to produce a comprehensive and coherent evaluation process. (5.10b)</td>
<td>X</td>
</tr>
</tbody>
</table>
### Standard Six: Information and Learning Resources

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>The college will hire a librarian to replace the senior librarian who transferred. (6.1a)</td>
<td>X</td>
</tr>
<tr>
<td>The college will hire a library technician. (6.1b)</td>
<td>X</td>
</tr>
<tr>
<td>The district will provide adequate operating money to the college to enable it to bring its library collection up to minimum standards established by Title 5. (6.1c)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>The college administration will develop a plan to replace obsolete computers. (6.1d)</td>
<td>X</td>
</tr>
<tr>
<td>The district will provide adequate operating money to the college to purchase new hardware and update software in order current needs and help furnish the labs in the new building. (6.1e)</td>
<td>X</td>
</tr>
<tr>
<td>The college will hire a full-time audio-visual/media technician. (6.1f)</td>
<td>X</td>
</tr>
<tr>
<td>The faculty senate will establish a library advisory committee. (6.2a)</td>
<td>X</td>
</tr>
<tr>
<td>The librarian will schedule sufficient evening and weekend hours in the library. (6.3a)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>The librarian will work with the public information officer to advertise the location, hours, and services of the library. (6.3b)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>The student success center will extend its days of service to include Saturdays. (6.3c)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>The department chairs will work with the vice president of student services and the student success center to ensure consistency of tutor training. (6.3d)</td>
<td>IP</td>
</tr>
<tr>
<td>The college management team and librarian will write a grant to implement the teaching/learning center and hire a resource technology trainer. (6.3e)</td>
<td>IP</td>
</tr>
<tr>
<td>The district will provide sufficient funding for technology at Vista. (6.5a)</td>
<td>IP</td>
</tr>
</tbody>
</table>
- The district will continue to increase the amount of money allocated to the library in order that it may meet Title 5 standards through a combination of actual holdings, electronic media, and consortium memberships. (6.5b)  
  Ongoing

- The district will establish a line item for the Student Success Center in the operating budget in order to adequately fund its operations. (6.5c)  
  IP

- The vice presidents will ensure that data collected by the librarian and the student success center will be analyzed and used in planning processes. (6.7a)  
  Ongoing

### Standard Seven: Faculty and Staff

- The district will hire full-time faculty at Vista in sufficient numbers to make progress toward the goal of a 75:25 ratio of units taught by contract faculty to units taught by adjunct faculty. (7Aa)  
  Ongoing

- The president and vice presidents will work with the academic senate and Peralta Federation of Teachers to develop a clear, effective, data-driven process, based on board policy 3.26 to connect planning to allocation of contract positions for both faculty and classified staff. (7Ab)  
  X

- The district human resources and college administrative team will streamline their selection processes with the goal of timely and effective recruitment of faculty and staff. (7Ac)  
  X

- The vice president of instruction and instructional deans will schedule and implement evaluations for part-time and long-term substitute faculty, beginning in spring 2003. (7Ba)  
  X

- The vice presidents and appropriate deans will schedule and implement evaluations for permanent classified employees, beginning in spring 2003. (7Bb)  
  X

- The vice presidents of instruction and instructional deans will schedule and implement evaluations for tenured faculty, beginning in spring 2003. (7Bc)  
  X
- At the beginning of each academic year, the professional development committee will provide detailed information to all faculty and staff regarding available staff development funds. (7Ca)  
  - X  
  - Ongoing

- The president and vice presidents will work with the professional development committee to plan and implement the teaching/learning center. (7Cb)  
  - X

- At the beginning of each academic year, college administrators and district human resources personnel will provide training for all employees concerning hiring processes and employee selection and will distribute copies of the “Equal Employment Opportunity/Affirmative Action Policies” to all employees. (7Da)  
  - X

- District human resources personnel and all hiring managers will use a large and varied number of recruitment sources to ensure the recruitment of employees results in a diverse applicant pool from which to select the most qualified employee for the position. (7Db)  
  - X

- District human resources personnel and Vista hiring managers will redesign the job posting and hiring process to improve effectiveness and efficiency and ensure that the most qualified applicants will be hired within a reasonable amount of time. (7Dc)  
  - X

- District human resources personnel will computerize methods for processing payroll in order to clarify categories of payment to district personnel. (7Dd)  
  - X

**Standard Eight: Physical Resources**

- The district will provide additional funding for security services in the evenings. (8.3a)  
  - X

- The business office will investigate providing at least one TTY pay phone. (8.3b)  
  - X
• The district will provide additional funding for the cost of a qualified lab manager at the Science Annex whose job description includes oversight of safety issues. (8.3c)  

• The property manager will provide adequate exhaust fans in the bathrooms at the Allston Annex. (8.3d)  

• The district will provide funding for adequate janitorial services wherever and whenever instruction is scheduled. (8.3e)  

• The safety committee will provide orientation for staff as to locations of the first aid kits and additional safety training. (8.3f)  

• The property manager will test the water to ascertain whether changes need to be made to the drinking fountains. (8.3g)  

• The business manager will continue to pursue options to provide adequate ventilation in all classrooms at the annex. (8.3h)  

• The college will hire a full-time audio-visual technician. (8.4a)  

• The business office will systematically upgrade the college’s computers. (8.4b)  

• The district will supply funding so that the college may purchase adequate copy machines to meet faculty demands. (8.4c)  

<table>
<thead>
<tr>
<th>Standard Nine: Financial Resources</th>
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</table>

  • The new administration and the college’s constituent groups will utilize the mission statement to set goals for the strategic planning initiative. (9A1a)  

  • The district will allocate sufficient resources for Vista to accomplish its mission and goals. (9A1b)  

  • Vista will increase its efforts to integrate academic planning and budget planning. (9A1c)
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Status</th>
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<tbody>
<tr>
<td>The budget advisory committee, under the leadership of the business manager, will implement a well-documented budget development process that is inclusive of important segments of the college community, including department chairs. (9A5a)</td>
<td>X</td>
</tr>
<tr>
<td>The budget advisory committee will evaluate its processes on an annual basis and implement improvements. (9A5b)</td>
<td>X</td>
</tr>
<tr>
<td>The budget advisory committee will conduct workshops for department chairs, administrators, and staff on the budget development processes during 2002-2003. (9A5c)</td>
<td>IP; Extend date</td>
</tr>
<tr>
<td>The budget advisory committee will publish and distribute minutes of the budget committee meetings. (9A5d)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>The vice president of instruction will provide department chairs with budgets and hold them accountable for meeting the expenditures of their departments. (9A5e)</td>
<td>X</td>
</tr>
<tr>
<td>The district will upgrade its infrastructure so that it includes technology that is integrated and user friendly. (9B1a)</td>
<td>IP</td>
</tr>
<tr>
<td>The business manager will continue to conduct in-service training for administrators on the current financial system. (9B1b)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Administrators will leave temporary passwords with assistants when unavailable for long periods of time. (9B1c)</td>
<td>X</td>
</tr>
<tr>
<td>The safety committee will provide college wide orientation and training regarding workplace safety and disaster preparedness. (9C2a)</td>
<td>X</td>
</tr>
<tr>
<td>The administration will advocate for the creation of a cash reserve account at the college level. (9C4a)</td>
<td>X</td>
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</tbody>
</table>
## Standard Ten: Governance and Administration

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Status</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district will establish a district-wide budget committee with adequate and equitable representation from all the colleges. (10A3a)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>In keeping with its mission, the governing board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers. (10A4)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>The board will evaluate the chancellor annually with formal, structured faculty involvement, based on a joint agreement with the district academic senate. (10A5a)</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>The PCCD board of trustees will clarify the process for administrative evaluation. (10B4a)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>The faculty senate co-presidents will survey faculty on ways to increase participation at faculty senate meetings, particularly focusing on attendance of part-time faculty. (10B7a)</td>
<td>X</td>
<td>Ongoing</td>
</tr>
<tr>
<td>The Faculty Senate co-presidents will develop a plan to educate faculty concerning the governance process in order to increase participation. (10B8a)</td>
<td></td>
<td>Ongoing</td>
</tr>
<tr>
<td>The vice president of student services will ensure that students participate on appropriate college committees. (10B10a)</td>
<td>X</td>
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</tr>
</tbody>
</table>
Response to the Self-Study Planning Summary

The following nine broad areas (Budget, Planning, Policies and Procedures, New Hires, Student Services, Curriculum Changes, Facilities and Technology Improvements, Research and Management of Data, and Dissemination of Information) were identified in “Self-Study Planning Summary” (pp. 151-154). Responses are provided below.

Budget

Responses to recommendations 4, 11, 12, and 13 address this area.

The current chief financial officer has created a more transparent budgeting process, which is documented in yearly budget books that are placed on the district web site. The business officer at Vista, likewise, has created yearly budget books that make financial data readily accessible at the college. There are clear processes and procedures for the allocation of the money at the college with the full realization that there never is enough.

The district-wide strategic planning process set the budget allocation formula as a high priority. A proposed formula, finalized on February 27, 2006, will be forwarded to the faculty senates and then to the chancellor’s budget advisory committee. It is anticipated that the formula will be in place by the end of spring semester 2006. At the least with a formula in place there will be a model to work with which is more than an “historical model” (i.e., we have always done it this way). Further, the resolution to long-term medical liability should provide a more stable budget.

Working relationships between district office managers and Vista are better than they have been in years. Vista is well respected. The district clearly is aware that Vista’s move to a new campus will require constant review of the budget formula, given anticipated student growth. (3A4b, 3B1b, 3B1c, 9A2a, 9A2b, 9A5e, 9B1a, 9B1c, 9B2a, 9C4a, 10A3a).

Planning

Responses to recommendations 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, and 13 address this area.

District-wide strategic planning, facilitated by a planning group, has achieved more in a shorter time than any other planning effort in memory. Even prior to the creation of seven district-wide strategic planning teams, there were efforts in district-wide strategic planning aimed at integrating the planning of the four colleges. The Council on Instruction, Planning and Development; the district-wide Facilities Planning Committee; the Budget Allocation Task Force and budget advisory committee; and the chancellor’s policy advisory committee are worthy of note. District-wide planning will continue; additional teams will be in place; a 2005-2006 action plan will be developed for all areas and implementation and assessment will continue to occur.
In the last two years, Vista has moved through an extensive planning process. This process has led to new mission, vision, and values statements. These new statements are the foundation for current strategic initiatives which are based on program review and educational planning. The major focus in the current academic year is the extensive planning that a successful move to the new campus will take. At the completion of the move, and based on lived experience in the new campus, the college will begin to revamp the educational master plan. This educational plan will incorporate the work since 2003 on student learning outcomes and assessment. (1a, 2.1f, 2.3c, 2.9a, 3A4a, 3B1a, 3B3a, 3C3a, 5.4a, 5.4d, 5.6af, 5.7a, 6.2a, 6.7a, 9A1a, 9A1c).

Policies and Procedures

Responses to recommendations 1, 4, 5, 7, 8, 10, 11, and 15 address this area.

The current board of trustees, specifically the board policy advisory committee, is engaged in an effort to update all board policies. District Administration, in consultation with the colleges and appropriate constituencies, are developing updated procedures for those policies. There also is an attempt to keep policies up-to-date with current needs, for example, the need to establish a district-wide policy on camera-phone usage in the classroom.

Vista has worked with the other three colleges to update student policies and procedures which are published in the catalog, which is available in hard copy and on the Web. After many years, the policies in the four catalogs are identical. Key policies are posted in classrooms. A student handbook planner, with important policies and procedures is provided to all students at orientation. This academic year (2005-2006) the faculty handbook was revised and policies and procedures were updated. The faculty handbook is distributed at faculty orientation which highlights key policies and procedures.

Vista has a procedure for selecting new faculty positions; is in the second year of tenured and part-time faculty evaluation per Ed Code and board policy; and tenure-track faculty evaluation continues. (2.1e, 4Bc, 4Be, 4.5c, 5.5a, 5.5c, 5.6a, 5.6c, 7Ab, 7Ac, 7Ba, 7Bb, 7Bc, 7Cd, 7Db, 7Dc, 7Dd, 10A5a, 10B4a, 10B10a)

New Hires

The response to recommendation 8 addresses this area.

Since 2003 new full-time faculty hires have included one hire in each of the following areas: Spanish, International/Global Studies, Library, Art, ESL, Biology, Sociology, Chemistry, Communication, English/Basic Skills, EOPS Counselor, and Political Science. Vista has hired a half-time articulation officer in conjunction with the College of Alameda. The proposed hires this academic year are: Multimedia/Animation, Basic Skills Math, and Matriculation Counselor (vacancy replacement). The district continues to honor the de-annexation agreement for the conversion of faculty positions to new hires.
While new classified hiring continues largely as hourly hiring, Vista has hired a senior library technician, a secretary for the dean of student services, and in an effort to settle an SEIU Local 790 lawsuit has made the staff assistant/PACE and the staff assistant/ DSPS (accommodations) permanent and full-time. (2.6.b, 4Aa, 4Ac, 4Ad, 4Ae, 4Da, 5.6ag, 5.6ah, 5.6i, 5.6p, 5.6ae, 5.8a, 6.1a, 6.1b, 6.1f, 6.3e, 7Aa, 8.3a, 8.3c, 8.3e, 8.4a, 9B2b).

**Student Services**

The response to recommendation 6 addresses this area.

In the last three years, serious efforts have been made in outreach to local high schools, community agencies, local governments and colleges and universities. In many instances there has been emphasis on increasing the enrollment of underserved populations, specifically Latino(a) and African-American students. The goal has been to increase the visibility of Vista and provide pathways for students to come and attend Vista. A newly hired Outreach Coordinator, who works with community agencies to offer needed classes within the community (i.e., ESL, career counseling, study skills, etc.) and partnership with UC Berkeley School of Education in a 2+2+2 project which will move middle school students through twelfth grade, on to community college and eventually attend UC Berkeley are part of an effort to address community needs.

Financial Aid now has dedicated counselors to assist students in their decision making. Financial Aid offers various mandatory workshops, including money management.

DSPS, EOPS, and CALWorks continue to provide over-and-above services. For DSPS an ongoing primary issue is the hiring of qualified interpreters for the deaf. The provision of interpreter services is a national problem reflecting the dearth of qualified interpreters. (2.1b, 2.1d, 2.6a, 2.6c, 5.3c, 5.3d, 5.6b, 5.6h, 5.6i, 5.6l, 5.6m, 5.6q, 5.6r, 5.6u7, 5.6w, 5.6x, 5.6y, 5.6z, 5.6ab, 6.1c, 6.3a, 6.3c, 6.3d, 6.5b, 6.5c, 8.3b).

**Curriculum Changes**

The response to recommendation 5 addresses this area.

The curriculum committee continues to prove to be one of the more active committees on campus. In the last three years the college has added several new programs: Computer Programming, Network Support Technician, Web Programming, Global Studies, Writing for Multimedia Arts, and Animation/Multimedia Arts. Program Review continues, outlines are updated and pre-requisites and co-requisites are validated per the “model district policy.” Currently, several Vista staff are engaged in developing a Foundations Program aimed at basic skills students in an effort to provide for greater retention and persistence so that students can move from basic skills courses to the transfer level.

Since 2003 the college has been addressing student learning outcomes and assessment. Currently there is a college-wide steering committee and sub-committees providing leadership in this area. The objective in 2006-2007 is to have several programs at the
college address the established institutional learning outcomes and to develop program rubrics for assessment. Currently, portfolio assessment is being advocated. (4Bd, 4Ca, 4Db, 4Dc, 5.6t, 5.6v).

Facilities and Technology Improvements

Responses to recommendations 9 and 10 address this area.

With the move to the new campus, Vista will be housed in a facility with state of the art technology in high-tech classrooms, faculty resource center, and tutoring labs. Vista will be a part of a proposed Prop 39 Bond seeking ongoing funding for an equipment replacement plan.

The district has moved to a new administrative system, PeopleSoft. While, as per past practice in other districts, it will take a few years for full-implementation. The move has come in response to many external audits and will better serve the district. The district also has launched a new web page format. (6.1d, 6.1e, 6.5a, 7Cb, 8.3d, 8.3f, 8.eg, 8.3h, 8.4b, 8.4c).

Research and Management of Data

Responses to recommendations 2, 3, 4, 5, 8, 10, and 11 address this area.

The use of data (quantitative and qualitative) is fundamental to planning and decision making. The vice president of instruction has created longitudinal information used for class scheduling, enrollment management, program reviews, etc. Such information includes: enrollment data, persistence and retention figures, grade distribution (by individual instructor, contract instructors, part-time instructors, by course, by day & evening), cost out of instruction, department trends, etc. The college, as noted in the response to recommendation 3, needs to hire a researcher. While the research agenda may still be set by the college leadership council in conjunction with our shared governance committees and forums, as well as departments, a researcher would serve as the point person to gather, collect and manage the research data. Various grants have been researched and the college has applied for several over the last three years. (3A1a, 3A1b, 3A1c, 3A3b, 3A4c, 3C1b, 3C1c, 3C1e, 4Ba, 5.4b, 5.4c, 5.6n, 5.6ac, 5.10a, 5.10b).

Dissemination of Information

The responses to all recommendations in some fashion touch on the ongoing effort to disseminate information to keep the community informed.

As noted above, all student policies have been revised so that they are consistent across the district. These policies are published in the catalog and student handbook planners. The faculty handbook has been revised and distributed and is used in new faculty orientations. Faculty members always are reminded to document their classroom policies in their syllabi, since that is their contract with the students. Vista has for the last few
years made good use of an in-house developed web site. With the purchase of School Web Services, the college is migrating the original web site to the new web site. The curriculum committee is involved in completing a curriculum committee handbook which is being published on the college web site. Information is constantly distributed to the college community via e-mail. There is a district created list serve for the college, a faculty senate developed list serve and a classified senate list serve. Many have remarked that such e-mail information has kept them informed and provided a necessary link to the college. Issues regarding the public information officer have been resolved, although budget is an ongoing item. The president and vice president of student services are very visible in many community forums, providing greater visibility to the college and an opportunity to disseminate information on an ongoing basis. (3A1a, 3A1b, 3A1c, 3A3b, 3A4c, 3C1b, 3C1c, 3C1e, 4Ba, 5.4b, 5.4c, 5.6m, 5.6ac, 5.10a, 5.10b).
FORECAST FOR THE FUTURE

In July 2006 Vista Community College after 32 years will move to a permanent facility at 2050 Center Street in downtown Berkeley. This single facility urban campus was designed to hold 7,500 students and will become Berkeley City College as of June 1, 2006. At present we serve approximately 4,200 students. A new permanent building and a new name will provide increased visibility and new opportunities to serve a larger community and planning for this will be essential. As Vista Community College / Berkeley City College moves forward to its next self study, the college will:

- Revise the “Vista Community College Educational Master Plan” using data and information from program reviews, including continued work on student learning outcomes and assessment.
- Based upon the master plan, create the resource plan for the build-out of the third and fourth floors of the new college;
- Expand our outreach to the community with an intent to create partnerships with the Berkeley theatre and arts community, the north cities business community, and local high school students and life-long learners;
- Revise and update our “Imagine Vista At Its Best” 2004 - 2007 strategic initiatives to incorporate the planning areas that were identified in our 2003 self-study; and
- Participate with our sister colleges in a collaborative effort to implement and evaluate our district-wide integrated strategic planning initiative.