

**Summary of Accreditation Recommendations – District Office  
 Responses Must Come from District/College by October 15, 2003 (Merritt) and March 15, 2004 (Alameda, Laney & Vista)  
*This document is a work in progress. It is updated as events occur and is distributed to the colleges.***

<p align="center"><b>DISTRICT RECOMMENDATIONS</b></p>	<p>The team recommends that a district-wide plan and an implementation process be created that is strategic and systematically integrates the educational, financial, physical and human resources of the district. All planning process should be inclusive of the four colleges and the communities served by the district. The plan should include identified institutional outcomes with criteria for evaluation on a periodic basis. It is recommended that the district-wide plan integrate the educational master plans and program reviews of the colleges. The team also recommends that the chancellor ensure that the plan and the ongoing planning processes are communicated throughout the district. (Standards 3B.3, 3B.3, 3C.3, 10C.1, 10C.6)</p>
<p>District</p>	<p><b>EDUCATIONAL PLANNING INCLUDING HUMAN RESOURCES</b>          An Integrated System Planning Model, developed during the accreditation self-study process, has been revised and is currently being circulated through the Council on Instruction, Planning and Development (CIPD), Vice Presidents, Deans, and College Presidents. The District Office of Research and Institutional Development is collecting criteria used in all planning efforts to begin integrating them into a systematic district-wide planning process.</p> <p>For instance, during the past three years, the Colleges in requesting instructional equipment dollars have had to submit plans using the following criteria. We will incorporate these criteria as Institutional Outcomes measures that can be evaluated on a periodic basis and that will become a part of the integration of the planning processes throughout the District.</p> <ol style="list-style-type: none"> <li>1. Institutional Effectiveness Measures           <ul style="list-style-type: none"> <li>• Meeting Transfer Goals (State)</li> <li>• Meeting Degree and Certificate goals (State)</li> <li>• Successful Course Completion (State)</li> <li>• Persistence (State)</li> <li>• Basic Skills (Dist)</li> <li>• Productivity compared to standard (17.5)</li> <li>• FTES Growth Target (Dist)</li> </ul> </li> <li>2. Last four semesters growth pattern.  <i>(Please state what the semester growth pattern was.)</i></li> <li>3. Self-evaluation of department's equipment needs <i>(Tie to program recommendations from program review evaluations if program has been reviewed or to the Division's Unit Plans if Program Review has not been done for this discipline.)</i></li> <li>4. Assessment of marginal cost and length of time to install or operationalize equipment.</li> <li>5. Ability to maintain equipment (e.g. full-time faculty, instructional aide, technical support).</li> <li>6. How does this proposal support district goals?  <i>(Which of the eighteen goals does this support?)</i></li> <li>7. Priorities based on College Educational Plans.  <i>(Which of the College's priorities does this support based on the College Educational Masterplan?)</i></li> </ol> <p>In addition to the criteria presented above, there are also seven criteria that have been used since fall 1999 for the request of filling vacant faculty positions. These criteria were approved through a shared governance process by persons who were the District Academic Senate members in October 1999. The current DAS members have some question about these criteria and would like to revisit this list. At the Faculty Advisory Group meeting 11/5/03, the Chancellor agreed to look at the criteria with them. Whatever criteria ultimately come from this work, it is the intent of</p>

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the Research and Institutional Development division, to incorporate that information into a list of Institutional Outcomes that will be incorporated in our Planning Process. The current criteria from October 1999 used for approving of faculty positions is:

- Criteria 1. Percent of full-time faculty in department.  
*(Please show clearly the percent of full-time to part time faculty in the department)*
- Criteria 2. Semester-end departmental enrollment pattern for 3 years.  
*(This is a retention measure; we want to know how many students enrolled and how many received grades, by semester, over the last three-year period. For Counselors and Librarians, answer this question by providing the semester-end College enrollment pattern for the last three years.)*
- Criteria 3. Meets established class size.  
*(This is the productivity of this department and the classes currently being offered. At the very least, please provide the average number of students in this department or, in a similar class, over three years. For a counseling position, list the average number of student contacts for counselors at your College. For Librarians, you'll need to put N/A under Criteria 3, because there is not a comparable measure here. However, it could be noted if the librarian will be "teaching" as part of his/her assignment. You could also note the number of hours the library is open and any other information, which the College believes to be pertinent for this criteria.)*
- Criteria 4. Percentage of full-time faculty in comparable department at other colleges.  
*(Please show what the percentage of full-time faculty is in the other Colleges in our District; this could be full-time to part-time faculty at other colleges)*
- Criteria 5. Position is authorized and in the budget.  
*(Please show where this position is coming from, i.e. general fund. [If so, is it replacing an incumbent or someone who retired, and, if so, name the person.] If it is categorical, clearly state the budget area.)*
- Criteria 6. Upon justification to the District, a College may be granted a faculty position to start a new program or to enhance an existing one. *(This information should be in the College's Educational Plan and/or in Program Review. Please attach the reference from these two documents to this justification.)*
- Criteria 7. Additional Justification  
**(This is an opportunity for faculty, the department, or the College to add any additional points or reasons why the position should be approved.)**

**FACILITIES**

The Board of Trustees held a retreat on October 3 & 4, 2003, and reviewed a preliminary report on facilities and District Capital Projects. There was agreement that the facilities department, under the new interim director, would be working directly with colleges and their facilities committees. She will be establishing internal policies and procedures for architectural programming as a way of integrating facilities and educational programs.

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Rec. #	DISTRICT RECOMMENDATIONS
BUDGET	<p>At this same retreat, the Office of Finance presented a comprehensive overview of the District budget including how and what money flows into the district. The District Budget Advisory Committee (DBAC) has been meeting since early 2003. It was determined at the retreat that the membership of the DBAC would be reconstituted. In the meantime, a Faculty Budget Committee is working on developing a district allocation model. There was agreement and a commitment from the Chancellor and the Board that allocation is the next step in the discussion of how money is allocated to the colleges and the district office.</p> <p>At its September 8, 2003 meeting, CIPD adopted the following resolution: CIPD recommends that a districtwide plan and an implementation process be created that strategically and systematically integrates the educational, financial, physical, and human resources of the district. We understand that there will be a shift in the resources of the district but we fully support that and this is still the appropriate direction in which to move.</p> <p>To support the work of the Faculty Budget Committee, the District Academic Senate adopted at its October 7, 2003 meeting, the following principles:</p> <ol style="list-style-type: none"> <li>1. The priorities of the educational enterprise drive the budget—not the reverse</li> <li>2. The budget process is transparent: all accounting and transactions can be seen by all players, in real time.</li> </ol> <p>These principles are the components for the budget development process, which will be addressed by the Faculty Budget Committee.</p> <p>A Budget Development Process Committee is currently being formed. This committee, with representatives from the various constituency groups, is charged with the task of designing a new, transparent budget process for the district.</p> <p align="center"><b>COMMUNICATIONS</b></p> <p>Communications throughout this process will occur at the district and college levels and include faculty, staff, and students. CIPD will have an active role in this process. This is an excellent representative group and has many members who sit on the other shared governance committees both at the district as well as the colleges.</p>
College	<p>The District Office of Research &amp; Institutional Development will assist the colleges in identifying institutional effectiveness indicators with measurable outcomes to evaluate them. These indicators will be examined on an annual basis providing the colleges with data about their performances and recommendations to strengthen the colleges. Before these indicators are adopted they will be discussed among faculty and staff.</p> <p>This office will also provide training each semester to college faculty and staff on retrieving, analyzing and interpreting data. This information will be the basis for their college planning, staffing requests, budgeting, and program review.</p> <p>Program Review training for faculty and staff of programs undergoing review during the fall 2003 semester was conducted by the District Research staff on October 8, 2003. The district librarians have prepared guidelines for the review of Libraries in Spring 04.</p>
2	<p><b>The team recommends that the Peralta Community College District provide a detailed and concrete plan that clearly identifies the steps, timelines, and measurable actions that are being undertaken by the district to provide funding for the long-term liability posed by health care benefits. (Standard 9.C.1)</b></p>
District	<p>At its June 11-13, 2003 meeting, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, accepted the following special report concerning our unfunded liability.</p>

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1.	<p>Collective bargaining has begun with our three labor unions to address the changing provisions of our collective bargaining agreements affecting health and benefits costs.</p> <ol style="list-style-type: none"> <li>Consideration of a two-tier set of health plans, whereby new employees would participate in lower-cost plan.</li> <li>Increasing the co-pays on our health insurance policies to lower plan costs.</li> <li>Establishing a premium cap, above which employees would participate in the cost of insurance.</li> </ol> <p>2. Consideration in the budget process of finding additional revenue through the sale of land, which will be dedicated to the un-funded liability.</p> <p>3. A budgetary commitment for fiscal year 2003-04 has been made to begin funding at some definite amount.</p> <p>Status Report: on initiatives listed above a one-year letter of agreement with Peralta Federation of Teachers agreed to continue negotiations over health benefits and established the framework for a two-tier system for all new hires after July 1, 2003. (see side letter agreement) The Health Benefits committee is continuing to meet as are all bargaining units.</p>
College	<p><i>Waney College is not responsible for the Districts long-term liability</i></p>
3	<p><b>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 10C.1)</b></p>
District	<p>At its March 25, 2003 meeting, the Peralta Board of Trustees appointed Mr. Elihu Harris as interim Chancellor effective March 26, 2003 through April 30, 2004.</p> <p>At its retreat of October 3 &amp; 4, 2003, the Board took the following action: It is the consensus of the Board of Trustees that it will meet prior to November 1, 2003 to discuss and take possible action to select from options available regarding the hiring of a permanent chancellor.</p> <p>A special meeting of the Board of Trustees was held on October 21, 2003. Dr. David Viar, Executive Director of the Community College League of California, facilitated a Board discussion with regard to the various approaches to a Chancellor search process. At this same meeting, the Board of Trustees adopted the following motion: the Peralta Board of Trustees move forward in a search for a permanent chancellor.</p>
College	

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4	The team recommends that the Board of Trustees adhere to its appropriate functions and policy orientation, and rely upon the district chancellor for recommendations affecting the organizations of the district as well as the hiring, retention and termination of all categories of district and college staff. The team further recommends that the Board of Trustees clearly identify and widely disseminate the roles and responsibilities assigned to the district administration and those assigned to the college administration so that the appropriate responsibility and authority and related accountability standards are established. (Standards 10A.3, 10A.4, 10C. 1, 10C.2, 10C.3)
District	At its retreat of October 3 & 4, 2003, the Board of Trustees held a self-evaluation with a facilitator, Dr. Barbara Belks.
College	