

January 2020

FEBRUARY 2020

Standard II: Student Learning Programs and Support Services

Section C.1

The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Since 2013 the Office of International Education (OIE) has collected student surveys (1) on the services provided by the OIE and campus. In 2018 the OIE added a survey of the faculty that are digitally incorporated into two outbound student requests: Departure and Transfer Out Processes. These requests are now submitted throughout the year by students who intend to complete their program or transfer. The responses are collected each semester and reviewed at the end of each year. Since 2013 the OIE has collected almost 900 International student responses. In three of the last four years the OIE has over a 90% response rate –In 2019, the response rate was 99.5% (2). Since 2017 over 90% of the students were either very satisfied or extremely satisfied (3). An exception is that Peralta does not collect data for students who violated their F-1 status and, as a result, never submit Departure/Transfer Out requests.

Services and resources are posted on the OIE website for student access (4). The OIE website lists student services, admissions processes, study abroad opportunities, events, and newsletters. However, these pages are infrequently updated, there is no data on website traffic, and we sometimes receive anecdotal feedback that the website is confusing. In addition, students may be directed to campus websites where our information is not available. Currently,

the OIE is in the process of updating the website and collecting feedback from the office staff so updates can make it more effective and useful for students and visitors (5).

The OIE conducts orientations, workshops, events, activities, counseling, and F-1 student advising support to students through a variety of means. The OIE schedules Student Education Plan (SEP) appointments for our Counselor that are managed on outlook calendars (6).

Workshops and activities are planned each semester, but have sometimes been scheduled too late and/or not advertised well. In response to these challenges, the OIE finalized the Spring 2020 events and workshops in advance of the semester in order to increase student attendance.

Analysis and Evaluation

The OIE solicits input and feedback from staff during weekly staff meetings. Staff provides insight and concerns with student processes, are asked to provide updates to share with team, and seek improvements in overall office operations.

The OIE is actively reviewing and evaluating key areas of service and mindful about its delivery methods, incorporating feedback, and capturing data. The OIE has had challenges in migrating to digital platforms and is still incorporating feedback into these process as evidenced in the Staff Meetings (7).

Evidence List

- 1) Screen shot of the survey **TO BE LINKED**
- 2) International Student Survey Response Rate **TO BE LINKED**
- 3) FSA Transfer Out Satisfaction Surveys **TO BE LINKED**
- 4) Websites of International Student Resources

International Admissions Processes: <https://web.peralta.edu/international/how-to-apply>

International Student Orientation: <https://web.peralta.edu/international/how-to-apply/assesment-orientation>

International Student Health Insurance: <https://web.peralta.edu/international/student-health-insurance>

Employment: <https://web.peralta.edu/international/849-2/employment>

Study Abroad: <https://web.peralta.edu/international/study-abroad>

5) **WEBSITE MEETINGS LINK PLACEHOLDER**

a) **Met on 1/29/20 and 2/5/20**

6) Counseling: <https://web.peralta.edu/international/849-2/counseling-office-hours>

7) 2019-2020 are taken in OneNote: [OIE – Staff Meetings](#)

Section C.3

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

The OIE offers a variety of support services in person, on campus, online, by phone, and via meetings (1). Prior to 2018, the OIE provided one-on-one services at the District Office, two days a week at Berkeley City College, one day a week at College of Alameda, by phone (at all locations), email, and fax (2). In 2018, the OIE expanded and served BCC students five days a week (3) and began using digital conferencing (CCC Confer Zoom) (4). The OIE also simplified its email address from globaled@peralta.edu to international@peralta.edu (5). The email address Globaled@peralta.edu had been the primary email address since 2000. The challenge had been that the email address was hard to say/spell/communicate and, at times, even mispronounced by office staff. The email address international@peralta.edu was created as the primary point of contact and now supported by a full-time staff member. Globaled is now used as an email address for peer advisors to quickly communicate or message students. According to staff, the new email address has saved time communicating with our students. In addition, the OIE created an email address for Study Abroad: studyabroad@peralta.edu that has helped separate and streamline all Study Abroad Requests (6).

The OIE also coordinates with on campus staff for students who require special accommodations (7). The OIE posts brochures in foreign languages for students who may have limited English (8). The brochures are being updated and are limited to basic information.

The OIE now utilizes technology to enable students to submit applications from anywhere in the world. Prospective international students submit the international application (9) and upload their documents as pdfs or images. While this has increased the OIE's ability to collect more accurate data, some international students still express challenges with completing the entire application process, e.g., OpenCCC International, accessing Student Email, and completing the OIE's Digital Application. Another concern is multiple logins and passwords, and/or delays in getting access to the system. Despite these concerns, the OIE is now able to track and monitor incoming applications, processing times, and collect more accurate data. The OIE is working on tutorials each step as well (10).

Study Abroad students can submit forms online to begin their request to participate in programs. Study Abroad Forms are new and OIE is currently reviewing the effectiveness of its overall delivery system (11).

Analysis and Evaluation

The OIE prioritized digital processes and expanded services on each campus to provide equitable services to International students. There are still areas to grow, for example, OIE is working on providing on campus services at Merritt College, advocating for single sign on systems, and better user technology, especially where no direct on campus service exists (12). The OIE connects with departments on campus to support students who require special accommodations (13).

Evidence List

1) Services:

<http://web.peralta.edu/international/849-2>

- 2) Website Links:
 - [PCCD's International Page](#)
 - [GPS Office Hour Page](#)
 - [BCC's International Page](#).
- 3) BCC Grand Opening Flyer **TO BE LINKED**
- 4) CCC Confer: Zoom: <https://www.cccconfer.org/>
- 5) International Email as listed on GPS Homepage:
 - <https://international.peralta.edu>
 - www.peralta.edu/international
- 6) [Study Abroad Homepage](#)
- 7) [DSSP at Laney College](#)
 - [PSSD at BCC](#)
 - [DSPS at COA](#)
 - [Student Accessibility Services \(SAS\) at Merritt College](#)
 - DSPS Accommodations Example **TO BE LINKED**
- 8) Brochure Links:
 - Chinese: [中文](#)
 - Vietnamese: [Tiếng Việt](#)
 - Korean: [한국어](#)
 - Spanish: [Español](#)
 - English: [English](#)
 - Japanese: [日本語](#)
 - Russian [Русский](#)
 - Portuguese: [Português](#)
- 9) International Student Digital Requests
 - International Student Application Process **TO BE LINKED**
 - Current Student Processes Homepage **TO BE LINKED**
- 10) Links to Tutorials **WILL BE UPDATING LINKS**
 - OpenCCC International
 - Peralta Email

GPS Application

11) Study Abroad

[Study Abroad Forms](#)

[OPT Workshop Series](#)

[Study Abroad past example](#)

12) OIE Strategic Plan **TO BE LINKED**

13) See Evidence Number 1

Section C.5

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Counseling services are offered at all four Colleges as well as Oakland's International office (1). The OIE employs one part-time counselor. The Counselor meets with students when they first arrive about their initial semester courses as well as to help them develop a Student Education Plan (SEP). An SEP outlines the required courses based on a student's academic objective (2). For international students, SEP's are used to ensure students are taking level appropriate classes and making academic progress. As of Fall 2019 semester, 87% percent of international students had an SEP (3).

One challenge to counseling is that during peak periods it is often difficult to see all students in a timely manner. In addition, the campuses have expressed concern about not providing

counseling in various languages to accommodate student needs, in addition to assuring more counseling access during peak counseling periods.

F-1 advising is coordinated and administered through the OIE (4) and staff are afforded professional development (5) to be successful. The OIE has four International Student Support Specialists who focus on Admissions and Outreach, two International Program Managers who advise current students, and an International Services Manager who focuses on Study Abroad and employment, as well as peer advisors who triage. Our admissions advisors meet weekly to review processes, discuss student issues, and recommend improvements to various processes. Our outreach ISSS's are working with overseas companies and language schools. The Program Managers are viewed as experts in advising and follow up with students after they are registered in their first semester. While effective, F-1 advising has many gray areas and there are subtle differences in advising, approach, and response time. Currently, OIE is reviewing processing times for each advisor (6). Additionally, the OIE conducts new International student orientations for each admissions term and requires international students to meet with an admissions team in their first semester (7).

Study Abroad advising is available also for faculty via a new Faculty Lead position (8). Study Abroad hosts orientations for students participating in programs prior to delivery (9).

New international students receive information related to requirements, graduation, and transfer policies – as well as F-1 requirements – as part of this process as well as throughout their studies as an F-1 student (10). Materials are posted online and available to students at any time.

Analysis and Evaluation

The OIE has six dedicated classified staff, two administrators, one part-time counselor and peer advisors that provide F-1 advising and academic support for our students. In addition, the OIE utilizes the campus service centers to provide counseling services to international students – as they do all students – for areas outside of F-1 International student support. The OIE provides

orientations, workshops, events, study abroad and transfer fairs, and advising support to students. The OIE staff is supported in professional development opportunities, collaborates as a unit, and make recommendations for improving service areas. The OIE works with its counselor to identify areas to improve. Currently, the OIE is reviewing students in their final semester and auditing if they are eligible for AD-T's in an effort to increase degree issuance (11). When connecting with the admissions specialists and program managers we review processing times as stated and seek ways to improve this. For example, utilizing Query Watches (12) enables a staff to get automatic updates when students complete processes.

Evidence List

- 1) Counseling for International students

[International Office Counseling](#)

[Berkeley City College Counseling](#)

[College of Alameda Counseling](#)

[Laney College Counseling](#)

[Merritt College Counseling](#)

- 2) [Student Education Plan](#)

- 3) Fall 19 International - Mid Semester Report **TO BE LINKED**

- 4) The OIE's 8 Designated School Officials (DSO's): [GPS Staff Page](#) and [OIE Staff Page](#)

- 5) NAFSA E-Learning Courses **TO BE LINKED:**

- 6) **EVIDENCE TO BE SITED LATER (S20 ADMISSIONS OVERVIEW)**

- 7) [International Student Orientation Homepage](#)

[Admissions Presentation](#)

Faculty Lead Study Abroad **TO BE LINKED**

- 8) [Study Abroad Orientation \(Japan\)](#)

- 9) [International Student Handbook](#), [Orientation packet handouts](#), [Welcome Presentation \(pptx\)](#);

[Cross Cultural Presentation \(pptx\)](#); [OPT & CPT Slideshow \(pptx\)](#); [Optional Practical Training](#)

[Rules & Regulations \(pptx\)](#)

- 10) ADT Audit – Counseling **TO BE LINKED**

11) Query Watches GPS TO BE LINKED

Section C.6

The institution has adopted and adheres to admissions policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificates, and transfer goals.
(ER 16)

Evidence of Meeting the Standard

The OIE has adopted Administrative Policies (AP) and Board Policies (BP) consistent with international admissions programs as well as California Community College requirements (1).

The OIE has incorporated into its F-1 student processes steps that require International students to identify clear pathways for academic objective completion (2). Through F-1 advising, counseling ensures that students are advised on clear pathways. International students are required to identify their academic objectives when they apply and choose their major and program through OpenCCC International. International students receive information and resources about developing Student Education Plans during the admissions process, new student orientation, meeting with counselors, during advising visits as well as with F-1 student requests such as Reduced Course Loads, Program Extensions, and Change of Educational Level (3).

Analysis and Evaluation

The OIE updates relevant AP/BP's for international student admissions. The OIE's international student orientation provides guidance to international students on degrees, completion, and resources to ensure success.

Evidence List

- 1) [AP 5012 \(Admissions\)](#) and [BP 5010](#)
- 2) Student Processes and Admissions Pages:
 - Current Student Processes Homepage **TO BE LINKED**
 - Extension Requests and SEP **TO BE LINKED**
- 3) [International Student Admissions Homepage](#)
[International Student Orientation Homepage](#)

Section C.7

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

The OIE reviews International admissions processes to streamline the student application process (1). Initially setup as a “Roundtable” the Admissions team meets to review, discuss, and recommend changes to process and criteria. Recommendations are reviewed by the Director and shared at staff meetings. The most recent recommendation was guidance on configuring OpenCCC International Application (2) while another example is modification of the application deadlines (3).

In regard to placement instruments, the OIE connects with Peralta’s ESOL Advisory Committee (PEAC) to discuss how changes at the campus level can impact our program (4). These meetings address big picture topics such as the recent change to ESOL Placement and the implementation of AB 705. Meeting invites are typically requested by the OIE so ideas are shared, but the OIE is not a part of the final decision-making process.

The OIE also connects with Placement Centers to schedule Placement tests for International students. We have collaborated with the College of Alameda and Berkeley City College to offer an ESOL placement test (4). Currently, Laney College has not been able to accommodate specific Placement tests for International students. Merritt College does not offer ESOL and therefore does not offer ESOL placement tests.

Analysis and Evaluation

The OIE meets the standard. The OIE has in place a system for constant review and evaluation with our Admissions team that has resulted in improvements in our Admissions processes for international students. This includes the use of new technologies, adopting Board and Administrative policies, incorporating feedback from staff, and reaching out to on-campus contacts to help facilitate admissions and placement.

Evidence List

1. International Student Application Process **TO BE LINKED**
2. OpenCCC International - COA **TO BE LINKED**
3. **NOTE UPDATE LINK:**
Application deadline staff meeting notes
4. OIE PEAC Meeting **TO BE LINKED**
5. COA ESOL Placement **TO BE LINKED**

Section C.8

The institution maintains student records permanently, securely, and confidentially, with provisions for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

The OIE stores all paper records in filing cabinets (with a key). Newly created student records are now being stored digitally through Terra Dotta's servers. Access to files and information are limited to full-time staff and counselors. Files more than 3 years old are stored in PCCD's archived system. Files stored digitally are retained in the digital system.

The OIE follows and adheres to PCCD's Authorization of Release of Student Records which is posted on the Admissions & Records Forms Page (1).

Analysis and Evaluation

The OIE meets the standard and adheres to storing records securely and follows FERPA.

Evidence List

- 1) [PCCD's Authorization of Release of Student Records](#) and [A&R's Forms Page](#)

Conclusions For Standard II: Student Learning and Support Services

The OIE prioritized the use of technology to make its Admissions processes more accessible, streamlined, and clearer. This allowed the OIE to expand full-time to its most in demand campus: Berkeley City College.

While there are challenges to technology – with a notable absence of Single Sign on for students – the OIE is constantly looking to use and enhance existing and available technologies (such as CCC Confer Zoom, Microsoft Teams, Forms, OneNote) that allow our team to better serve students and the community. As the OIE expands, more training on technology will be needed to refine how we use it. The OIE staff meetings are set up to collect and incorporate appropriate feedback to provide continuous evaluation.

Immediate feedback suggests that the existing systems have been a challenge for students to use. There are too many platforms and logins that students must access in order to complete our admissions process – which seems to be main barrier. After completing this process students have unique logins to: OpenCCC, PeopleSoft, TerraDotta, Student Email, and Canvas.

In addition, the OIE staff seems to lose personal contact with students as many processes are digitized. The OIE has excelled at incorporating processes that prioritize student success and completion and will continue to identify areas where gaps persist.

Improvement Plan(s)

The OIE has addressed one of its biggest challenges, i.e., serving students—at Berkeley City College - its most popular campus. By becoming more digitized, the OIE is striving to stabilize and then increase enrollments, expand services to all campuses, and develop quality activities and workshops for our students (1). -More steps are needed to increase campus support at COA, Merritt, as well as Laney and a plan is being developed to have advisers meet students on each campus. To this end, the OIE is working on increasing domestic and foreign partnerships to help promote the Colleges, update promotional and marketing brochures, and increase attendance at events so that partnerships to build and strengthen relationships are more cost effective.

In addition, the OIE seeks to continuously meet with relevant faculty, staff, and administrators about international student concerns to increase student support at each campus (2). The overall intent is to **increase on-campus awareness, ensure advocacy for equitable services, and to create programs to better serve the international student population.**

Evidence List

- 1) NOTE: UPDATE WITH OIE STRATEGIC PLAN SECTION
- 2) NOTE: UPDATE WITH OIE STRATEGIC PLAN SECTION

M. Amboy
DECEMBER 2019

FEBRUARY 2020

Standard II: Student Learning Programs and Support Services - The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Section A.14: Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

While many of our Career Technical Programs throughout the District have effective Advisory council meetings, with industry and partner representatives that are engaged and invested in our programs and students, there are several that are not holding effective Advisory Council meetings, and not actively engaging employers or industry, as evidenced by a lack of minutes or meeting agendas. Those programs instead rely heavily on their own industry experience and network connections, which may no longer be current or reflective of employment standards. An example of this would be the Journalism program at Laney College, which until recently was suffering from decreased enrollment and an Advisory Council that was comprised of dated network connections. (1) When retirement enabled a new faculty chair to come on board, a new advisory council comprised of current employers and industry representatives was created, and as a result, the entire program was revamped to meet the current employment standards for Journalism. (2)

Additionally, several CE programs have lost their accreditation status with the accrediting body for their programs over the last several years and are currently working towards reaccreditation. (HERE YOU SHOULD HAVE EVIDENCE THAT DOCUMENTS THE PROGRAMS THAT HAVE LOST ACCJC ACCREDITATION IF SUCH A LIST EXISTS) (←No current list exists, though we

can certainly work as a committee to create one. PLEASE DO) The Fire Science Program at Merritt College, for example, lost their accreditation from the California State Fire Marshall as a Certified State Fire Regional Training program several years ago when a site visit determined that several mandates and compliance regulations for the program were not being met. Since then, a new Faculty Chair (who is also the Battalion Chief for the Oakland Fire Dept) was chosen to serve as the Program Director and he has worked to turn the program around, developing a 2-year Fire Science Degree, establishing 3 Certificate of Achievement options, and purchasing the appropriate equipment, tools, and appliances currently being used in the field. However, Merritt's Fire Science program submitted an application for reaccreditation with the California State Fire Marshall in Fall 2019, and completed a Self-Assessment report in preparation for the site evaluation in May 2020.(3)

Analysis and Evaluation

The District provides funding for four CE Liaisons, one for each College. The CE Liaisons are appointed by the College Senate Presidents and are expected to meet the CTE Faculty Liaison expectations, as laid out by the ASCCC. (4) The District Strong Workforce Director works closely with each of the CE Faculty Liaisons and the District Career Education Committee to provide labor market data, industry and employer partnerships, and support for regional projects to the Colleges. (5) Each CE Liaison receives an annual monetary incentive (stipend), although the work is not equally shared across the District and varies depending on the College. As an example, the CE Liaison role at Laney College is shared by 2 faculty who chair the CE Advisory Council meetings at Laney, in addition to serving as the CE representatives for Academic Senate and other Shared Governance Committees at their campus. These faculty also work closely with the District Strong Workforce Director to develop training workshops (budget, planning, NOVA) for the CE faculty at Laney. Roles within Colleges also vary – the CE Liaison at CoA, for example, would not be expected to convene or chair their College CE meetings like the CE liaisons at Laney, because the CoA Dean generally chairs and facilitates that meeting, not the CE Liaison. BUT WHAT ARE YOU CONCLUDING HERE? INEQUITY DUTIES FOR SAME PAY? IF SO, WHAT IS THE REMEDY? IS THE DISTRICT PLANNING TO PROVIDE EQUITY?

The District Strong Workforce Director also supports the College CE programs in their partnership with industry by linking programs with regional resources, such as Labor Market information and access to Regional Directors (formerly Deputy Sector Navigators), that ensure program competencies and learning outcomes meet current employment and industry standards (6). In January 2020, the District offered a Flex Day training to support faculty in developing, maintaining, and sustaining an effective CE Advisory Council. (7) Unfortunately, while the training workshop was well-attended by counselors and staff across the District, the CE Faculty for whom the training was specifically intended to target and support, were largely not in attendance, therefore, the District Strong Workforce Director included the training again as part of the Agenda for District CE Committee's February 2020 meeting. (8)

The Peralta administrative procedure for CE programs with regard to Advisory Boards (AP4102) has not been reviewed or updated in many years. The District CE Committee has reviewed Peralta AP4102 (9) and determined that it is not currently in compliance with Title V. Specifically, the AP needs to be updated to ensure accountability measures are in place and that a process is developed for the Peralta Board of Trustees to approve and appoint members as desired for all CE advisory boards across the District. (10) and (11).

In 2018, over 27 PCCD programs were recognized as a Strong Workforce Star by the State Chancellors Office, which demonstrates that students graduating from these programs have met 1 or more of the following criteria: A.) Increase in earnings, B.) Attainment of the regional living wage, and C.) Employment in their field of study. (12) and (13)

Evidence List

EVIDENCE SHOULD BE LIMITED TO ONLY THAT INFORMATION WHICH MATCHES TEXT. ALSO TITLES SHOULD BE OBVIOUS TO THE READER (FOR EXAMPLE, NUMBER 12 BELOW IS NOT OBVIOUS)

1. <https://web.peralta.edu/cte/files/2019/10/PCCD-Career-Education-Committee-Minutes-9.6.19.pdf>
2. *Link to Presentation by Eleni Gastis, Journalism Chair*
3. *Link to minutes for Merritt Fire Program Dept Meeting*
4. <https://asccc.org/cte-faculty-liaison>
5. *Link to minutes CTE Meeting – CTE Liaisons*
6. <https://web.peralta.edu/cte/files/2019/10/April-12-2019-CE-Minutes.pdf>
7. *Link to Spring Flex Day Agenda and Presentation*
8. *Link to minutes CTE Meeting – February 2020 (presentation on CE Advisory councils)*
9. *Link to minutes CTE Meeting – February 2020 (review of AP 4102) and District Flex Day*
10. *Link to AP*
11. *Link to Ed Code*
12. <http://dwms Showcase.com/documents/Bay%20Area%20Strong%20Workforce%20Stars%202018.pdf>
13. <https://careered.cccco.edu/wp-content/uploads/2018/07/PR-Strongworce-Stars-6-20-2018-FINAL.pdf>

Standard III: Resources - The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Section D.3: The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The Strong Workforce Local and Regional Budget Allocations are developed through the District Career Education Committee, where all Colleges are equally represented and are able to participate. (1) Since late 2017, the District Strong Workforce Director, in consultation with District Finance and the College Business Directors, developed a clear process for planning, tracking, and developing the budget for all rounds of Strong Workforce funding, with each round differentiated by account line (2). Additionally, in response to the FCMAT recommendations for budget development and monitoring, an internal planning and budget development calendar has been developed through the District CE Committee and reflected in Outlook Calendar for all funds that are pertinent to CE Programs, namely Strong Workforce Local and Regional, Perkins, and the CVC-OEI Online CTE Pathways grants. The calendar was developed to further assure effectiveness and efficiency in planning and to align to District and College purchasing and fiscal deadlines. (3)

Analysis and Evaluation

The District Strong Workforce Director works closely with the District Finance Grants Coordinator to provide regular and direct support with fiscal grant reporting. A District-wide example is the reporting for the CVC-OEI Improving Online CTE Pathways Grants. The District hosted a kick-off meeting (4) as the grant was initiated, when award letters were first distributed to go over all grant guidelines and expectations. The Strong Workforce Director and District Grants Coordinator then held district-wide quarterly follow-up meetings, which were primarily working meetings to support the Colleges in the development of their quarterly reports. (4) Fiscal expenditure reports and invoices were also prepared for each of the Colleges (5)

Despite developing clear guidelines and a process for budgeting and tracking expenditures, the majority of CE Deans, administrators, staff, and faculty chairs have difficulty tracking their own budget due to a variety of reasons, mainly inadequate knowledge regarding budgets and finance, restricted access to Peoplesoft, and limited bandwidth or capacity. While the District can continue to provide fiscal monitoring support, as noted in the above example, the model

may or may not prove to be sustainable given the complex fiscal needs of each College and the number of grant funds that are specific to CE.

The District Strong Workforce Director provides leadership and awareness to College-level CE Committees (through training and workshops) regarding the impact of CE Programs on new funding formula as well as other CE Funding sources, including Strong Workforce and Perkins, in an effort to engage College CE Faculty in financial planning and budget development (6).

Evidence List

When citing evidence, you should be including only specific evidence. For example, you include “Link to College CE meeting minutes,” but it is best to either include one or two examples and/or extract specific information. The ACCJC Team wants to look at evidence that documents the claims made in the text and not scroll through pages of minutes, for example. If, then, someone wishes to look through all of the minutes, he or she can simply go to the minutes posted online.

1. <https://web.peralta.edu/cte/files/2019/10/PCCD-Career-Education-Committee-Minutes-9.6.19.pdf>
2. *Minutes from meetings still being located and uploaded – Link to Memo regarding SWP to all Business Directors (Jan 2018)*
3. *Link to Outlook Calendar Budget/Planning Deadlines for CE*
4. *Link to CVC-OEI kick-off meeting Agenda and minutes*
5. *Link to Grant-Follow up meeting agendas, minutes, and invoices*
6. *Link to College CE Meeting minutes*

Section D.6: Financial documents including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services

Evidence of Meeting the Standard

A monthly report of Perkins and Strong Workforce grant budgets are provided to Colleges and reviewed every month through the District CE Committee (1). District Strong Workforce Director, District Finance Analyst and Grant Coordinator provide monthly on-going updates regarding any changes/impact on funding allocations (2). Due to inaccuracies with the budgets loaded into OnePeralta, the SWP and Perkins budget reports provided to the Colleges and the District CE Committee each month include actual expenditures, encumbrances, and pre-encumbrances from Peoplesoft, and the budget allocation amounts posted in OnePeralta are reconciled with the actual grant award allocations to minimize errors and eliminate inaccuracies.

Analysis and Evaluation

While the Strong Workforce Director is able to provide some oversight and accurate budget tracking for the Colleges, the work is limited to CE funds within the administrator's purview. Ideally, the budgets loaded into Peoplesoft/OnePeralta would be accurate and reflect both the true budget allocation as well as the correct carryover amounts. Budget training has continued to be an on-going request from CE faculty across the District and is clearly noted in multiple recommendations in the FCMAT report (3)(4)(5). While there have been some trainings offered by the District and at some of the Colleges, training needs to be recurring and include follow-up discussion/evaluation to ensure the training was understood and results in more accurate budget tracking.

Evidence List

1. *Link to CE Committee minutes*
2. <https://web.peralta.edu/cte/files/2019/10/PCCD-Career-Education-Committee-Minutes-9.6.19.pdf>
2. *Additional minutes from meetings still being located and uploaded*
3. *Minutes from Merritt CE Meeting (requests for budget training)*

4. *Minutes from Laney CE Meeting (requests for budget training)*
5. *Minutes from District CE Meeting (requests for budget training)*

Conclusions

Based on review of Standard II: Student Learning Programs and Support Services, I believe that PCCD is close to meeting the standard, but we fall short of doing so. Specifically, CE ?? must focus on improving evaluation and assessment of our quality of programs, making the results of those assessments available to the public, and using the results to improve educational quality and institutional effectiveness. In other words, data must drive our decision-making processes.

With regard to financial resources allocation, additional work must be done to meet the Standard. (I

REWROTE....IS THIS WHAT YOU INTEND TO STATE?)

Improvement Plan(s)

What are plans (with evidence)

January 2020

February 2020

II.C. Student Support Services (7 AND 8 ONLY)

II.C.7.

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

The Peralta Colleges have a number of Board Policies (BPs) to ensure that Admissions and Placement practices are institutionalized with minimized bias. BP 5010 *Admissions, Special Admissions, and Enrollment* describes five categories of admissions requirements including; high school diploma or equivalent, age requirements, high school and other special admit students and apprenticeships. BP 5015 *Residence Determination* defines “residency” in alignment with California Education Code and states that a student’s residency classification shall be made at the time of application. BP 5052 *Open Enrollment* states that all courses/classes are open to enrollment by any admitted students unless exempted by statute. BP 5055 *Enrollment Priorities* states that the Chancellor shall detail enrollment priorities. BP 5055 assists to address equity issues and is detailed in the corresponding Administrative Procedure. (1)

Peralta’s Administrative Procedures correspond with BPs and provide details on the practices and instruments to be adhered to throughout the District. AP 5010 *Admissions* describes in more detail who is admitted and states that the application and required forms must be submitted for proper admission. AP 5011 *Admission-Special Admission and Enrollment of HS and Other Students* extends BP and AP 5010 to provide details on legislation, high school students’ admissions, limitations on enrollment and enrollment steps, elementary and middle school students admissions, college classes on each campus, state apportionment and CCAP (College and Career Access Pathways). Similarly, AP 5012 *International Students* extends the same BP and AP to detail steps to admission, F-1 transfer, eligibility, and fee requirements. To ensure compliance with State residency requirements, AP 5015 *Residence Determination* details the classifications, definitions and determinations of residency, the rules for determining residency, the appeal and reclassification procedure, and defines non-citizens and the length of time and procedure for obtaining residency. AP 5052 *Open Enrollment* describes the requirements and procedures for meeting prerequisites and co-requisites, and describes the advisories on recommended preparation. AP 5055 *Enrollment Priorities* describes groups for enrollment that are based on equity/access and Title V, the appeal process for priority enrollment, the unit load that students can take per term and states that students are ineligible to enroll in classes that have overlapping times. (2)

Peralta evaluates the BPs and APs on an ongoing basis primarily as the result of new or changing legislation. Dates where updates occurred are listed at the bottom of each BP and AP. For example, AP 5011 was updated June 17, 2019, to include AB 288 (CCAP) legislation, AP 5015 was updated December 6, 2019 to meet the January 1, 2020 implementation date of CA Education Code 68086, legislation that added additional exemptions to residency determination. (3) As described in AP 2410, the evaluation process occurs through the PBIM committee structure and District Academic Senate to ensure participatory governance; additionally, the evaluation process can be initiated by a committee, subcommittee or administrative lead. (4)

Evaluating admissions and placement instruments also involves technological improvements needed to ensure accuracy and to minimize bias for students. In March 2019, Peralta developed a Student Services Technology Plan (SSTP) that lists and describes a prioritized list of technological projects needed to improve the student experience with a focus on completion. (5) The projects include the development of: transfer credit evaluation, test table and equivalency model, degree audit, MyPath (a student onboarding tool that designed to help students navigate through their educational journey), password reset and verification, Financial Aid, transcripts and Starfish items. As noted, within these projects are items impacting the Admissions and Placement process for students where the aim is to ease and inform the student experience. As Peralta waits to engage in a full upgrade of People Soft 9.2 which will streamline processes and result in a more student user friendly enrollment process, these customized projects have allowed Peralta to move forward in critical Student Service related areas. To date, the Transfer In and Degree Audit Projects have been completed (expected April/May 2020) (6) and go live Fall 2020 semester (add ppt from Dominique as evidence of the process, training etc.). (7) The Degree Audit and Transfer In project is aimed at integrating students' transfer course data into their Peralta transcripts and results in the automatic awarding of degrees and certificates. The expected results are that students will have more accurate Student Educational Plans (SEPs) that include courses taken at other districts and increased completion rates in addition to positively impacting the Student-Centered Funding Formula or "SCFF." Phase I of the MyPath project is partially completed, namely the configuration completion of College portals. Note, for example, Berkeley City Colleges' integration of MyPath has resulted in a customized enrollment process that includes guided self-placement for Math and English by allowing students to complete the most pertinent aspects of enrollment through one online system. Upon completion, this project will modernize the application process to include: career exploration, degree and program information, CCC Apply, To Do lists, Guided Placement, Financial Aid and other customizable titles to improve onboarding of students. (Add password reset update (ask VC Lam))

Perhaps one of the most transformative and challenging legislative items to implement was AB 705 which removed Placement tests for English and Math and requires students to complete college-level coursework in these areas within one year and in their first year. Prior to the mandated implementation (Fall 2019) the District Office coordinated a series of district-wide

meetings on this legislation to aid communication, decision making, data review and to standardize implementation where needed. (8)

Finally, FCMAT had ten recommendations related to district-wide and District Office areas of concern. These recommendations include evaluating data, making data projections, data in relation to SCFF revenues, addressing matters in Financial Aid, assessing Financial Aid outreach methods/effectiveness, and implementing all aspects of Guided Pathways legislation. Of these ten recommendations, six were completed by Fall 2019 and four are in progress. (This will need to be updated as we continue to address these items) (Siri will provide the evidence of the completion and progress and include the FCMAT Matrix that needs to be made into a link) (9)

Analysis and Evaluation

The PCCD has established sufficient and effective BPs and APs and has a participatory governance process for updating them in a timely manner that demonstrates command of state legislation and trends. The SSTP has assisted Peralta in prioritizing the technological improvements needed for more effectively serving the student Admissions and Placement experience, although the Plan resulted from a request from ACCJC as opposed to an internal, systematic and organized assessment of needs in this area. The letter from ACCJC dated December __, 2018 (10) listed eight items to be addressed in a Special Report and includes “Establishing a Student Services Technology Plan” (SSTP) Plan to comply with the Student-Centered Funding Formula.” The result was the integration of the SSTP into the Special Report submitted to ACCJC May 1, 2019. (11)

PCCD has moved effectively into and through AB705 mandates in part because the Colleges were participating in the initial process of establishing early guided self-placement, in addition to testing the effectiveness of credit (COA) and non-credit (BCC) support courses. Their efforts provided data and assessment of results that informed the district-wide planning process. (12) Notably, two of the four Colleges (Merritt and Berkeley City College) were acknowledged for effective implementation of AB 705 at the 2019 state wide *Strengthening Student Success* conference (13)

As noted above, PCCD has engaged in customized projects to address needed admission and placement initiatives because of the lack of a fully implemented 9.2 People Soft upgrade. These projects are thus “work arounds” to the ongoing delays of the upgrade where these and other projects could have been completed at a faster and more comprehensive rate.

In the most recent Audit Report, PCCD received a finding regarding the lack of proper documentation of AB 540 students. (15) Proper documentation is an important and mandated aspect of the Admissions process; the finding occurred at one of the four Colleges in the District.

The corrective measure (add link once ready) for this finding has been completed (plan to address this in Spring 2020) and ongoing training has been established (add documented plan here—training agenda and sign-in (15).

Evidence List

- 1.) [BP5010](#) - Admissions, Special Admissions, and Enrollment
[BP 5015](#) - Residence Determination
[BP 5052](#) - Open Enrollment
[BP 5055](#) - Enrollment Priorities
- 2.) [AP 5010](#) - Admissions
[AP 5011](#) - Admission-Special Admission and Enrollment of HS and Other Students
[AP 5012](#) - International Students
[AP 5015](#) - Residence Determination
[AP 5052](#) - Open Enrollment
[AP 5055](#) - Enrollment Priorities
- 3.) [CA EDC](#) – Section 68086 Additional Exemptions to Residency Determination
- 4.) [AP 2410](#) - Policy Development Process
- 5.) [SSTP](#) – Student Services Technology Plan
- 6.) **STILL NEED TO INSERT** (*Evidence not expected until April/May 2020*)
- 7.) **STILL NEED TO INSERT** (PowerPoint from Dominique on Transfer In/Degree Audit)
- 8.) [AB 705](#) - **STILL NEED TO Hyperlink**
[AB 705](#) - District Wide Meetings
- 9.) FCMAT - **STILL NEED TO Hyperlink to recommendations, evidence of completion/progress/matrix**
- 10.) ACCJC Letter – **STILL NEED TO Hyperlink**
- 11.) [SSTP](#) – Student Services Technology Plan
- 12.) [Data Comparison](#) – College of Alameda Math 13-213
[AB 705](#) – Assessment of Results
- 13.) [Strengthening Student Success](#) – Berkeley City College
- 14.) [Annual Financial Report, June 30, 2019 PCCD](#)
- 15.) Corrective Action Plan (**STILL NEED TO INSERT** once completed)

II.C.8.

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

PCCD has established BPs and APs on the maintenance of student records that ensure privacy. BP 5040 *Student Records and Directory of Information*, mandates the Chancellor’s assurance of

privacy, appropriate safeguards and students' rights to notification. This policy also establishes students' ability to determine release of records to the public. The corresponding AP 5040 *Student Records, Directory Information and Privacy*, details the procedures for collection and retention of student information, release of student records, release of records for military recruitment, and access to student records for immigration enforcement. Further, AP 5045 *Student Records*, outlines processes for students to challenging the content of their records and the requirement to keep an access log for any persons, agencies or "other" requesting student records (1).

PCCDs Office of Information and Technology ensures and monitors secure back up of all technological files. These are supported by BPs, APs and consistent practices where the following monitoring and safeguards occur:

- Ensuring employees are trained properly in IT systems and to manage their appropriate use: PCCD has established Administrative Procedure 3720 Board Policy 3725 Board Policy 3720,
- Proper monitoring of Information systems, including network and software design, as well as information processing, storage, transmission and disposal. PCCD uses Cisco Next gen Firewall, Open DNS and Microsoft Azure Security Center,
- Detecting, preventing, and responding to attacks, intrusions, or other systems failures (PCCD uses Cisco Next gen Firewall, Open DNS and Microsoft Azure Security Center and Phishing/spam attacks stats), and;
- Verifying that the IT department has implemented appropriate safeguards over the District's information systems BOT-CommVault March 2017, BOT-Firewall Project December 2017.

IT ensures that information within the District system is safe from attacks. The process for monitoring this is done daily as noted in the Microsoft Security Center Daily Task and assessment occurs through an evaluation of the Annual Security Assessment Report, 2019 and (add ppt from Antoine that shows data assessment as link)

Additionally, PCCD secures Admission and Records paper documents in its secure building and through the use of external storage companies. (2) (need contracts of companies---

Analysis and Evaluation

PCCD has adequate and substantial BPs and APs that ensure student privacy. Monitoring and assessment through IT is ongoing. An area in need of improvement is information regarding

students' rights to release of their records (Annette, I'll work with IT to get this done on the district website)

Conclusions on Standard II.C. Student Support Services

This will be done by the Colleges—district wrap around is only #7 and 8.

Improvement Plan(s)

[insert response if applicable]

Evidence List

- 1.) [BP 5040](#) - Student Records and Directory of Information
[AP 5040](#) - Student Records, Directory Information and Privacy
[AP 5045](#) - Student Records

- 2.) [AP 3720](#)
[BP 3725](#)
[BP 3720](#)
[Phishing/Spam Attacks](#)
[BOT-Comm Vault March 2017](#) Need Link Page 4 and 8
[BOT-Firewall Project December 2017](#) (NEED LINK page 8)
[Microsoft Security Center Daily Task](#)
[Annual Security Assessment Report - 2019](#)
INSERT ANTOINE POWERPOINT

Standard III: Resources

Human Resources

JANUARY 2020

February 2020

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

The District maintains documented policies and procedures for faculty, staff, and management selection. Guidelines and procedures are publically posted on the District Human Resources and Board of Trustees websites.

Each position requires a job description that states the class purpose, essential responsibilities, minimum qualification, desirable qualifications, and environmental demands. When a position is advertised, the job description along with these details are posted on the Human Resources Careers page.

Classified and management job descriptions are posted on the Human Resources website for public access.

The development of new job descriptions and updating of existing job descriptions are reviewed in collaboration with Human Resources, the classified bargaining unit, and the Academic Senate.

Analysis and Evaluation

Administrative Procedures for faculty, classified, and administrative personnel are posted on the Board of Trustees website (1). Human Resources Hiring Procedures for faculty, staff, and administrators are posted on the Procedures' page of the Human Resources department's website (2). The Human Resources Department supervises the recruitment and selection process. There are two permanent Human Resources Analysts assigned to recruitment who support the four Colleges and District Offices. Throughout the recruitment process, the HR Analyst prepares, advises, and provides support for screening committee members and hiring managers. This requires the Analyst to attend various off-site committee meetings and interviews. The HR Analyst is also responsible for the initial screening of applications to confirm applicants meet the minimum qualifications for the advertised position.

Each established position had a corresponding job description. The job description provides information about the essential functions, minimum and desirable qualifications, and the purpose of the position. Classified and management job descriptions are posted on the Human Resources website (3). Faculty job descriptions are not currently posted on the website. Human Resources does receive requests for faculty job templates and will develop templates for Instructor (Non-Masters and Master's required), Counselor, and Librarian by the end of the current fiscal year.

The District and Colleges use a paper form to advertise vacancies and new positions. The paper request form routes for College and District approvals and signatures. Because the request to advertise process involves a paper form and requires numerous approvals, it takes an exorbitant amount of time to get requests approved.

When positions are advertised on the Peralta Career site, Human Resources utilizes a job posting and job description template that includes job summary, duties and responsibilities, minimum qualifications, and desirable qualifications (4).

Job descriptions are reviewed and updated when positions are advertised, during the reclassification process, and as requested by management. Human Resources advises hiring managers to review and update job descriptions when requesting to advertise new or vacant positions (5). This process provides the manager an opportunity to add and update any new functions, responsibilities, or qualifications relevant to the position and department needs. New job classifications and changes to existing classifications are reviewed by Human Resources and the bargaining unit. New management classifications are reviewed by Human Resources and the College or District Academic Senate.

The recruitment process is a participatory process that includes classified, staff, and management appointees. Together, screening committees develop screening criteria, interview questions, conduct first level interviews, and deliberate to identify the most qualified applicants to forward to the hiring manager for final interviews.

Human Resources reviews committee composition for balance in gender and ethnicity. Due to the required number of appointments for screening committees, Human Resources may experience delays in confirming appointments and with scheduling committee meetings---at times drawing out the hiring period beyond the planned timeline. Human Resources requests committee appointments from the leaders of the classified bargaining units and the College Academic Senate. There are times when Human Resources does not receive responses or appointment confirmations from the union representatives in a timely manner. If HR moves forward without committee appointments, the department risks complaints from the bargaining units about representation.

Desk audits or reclassifications are performed when an employee demonstrates that their job responsibilities are not reflected in their current job description and believe that there is evidence to support a change in classification. When an employee submits a reclassification request, the HR Analyst or Human Resources consultant reviews the information submitted by the employee, and conducts interviews with the employee and manager to determine if positions and/or job descriptions needs to be updated.

A number of classified job descriptions are outdated because the District cannot yet afford a District-wide compensation study. In addition, the Human Resources Department does not have adequate staffing to support compensation and classification functions. Currently, the Senior Human Resources Analyst I is working as the Interim Director of Human Resources and the Analyst position is vacant. The other Senior Analyst spends a large percentage of his working time dedicated to maintenance and improvements for the Human Resources Information System. Multiple Human Resources staff members share the classification and compensation functions. To be more effective, the Human Resources Department needs a full-time staff member dedicated to these various functions.

The process to update and approve new job descriptions takes considerable time due to the high volume of outdated descriptions. Limited Human Resources staff and union representatives are available to complete the reviews. The District should strongly consider a District-wide classification study and consider funding an additional Human Resources position to update job descriptions and to review current skills sets for positions.

1. [AP 7121](#) – Faculty Hiring
[AP 7122](#) - Hiring Procedures for Regular Academic Administrators and Classified Managers
[AP 7123](#) Hiring Acting and Interim Academic and Non Academic Administrators
[AP 2431](#) Chancellor Selection

[BP 3240 Equal Employment Opportunity](#)

[AP 3410 Nondiscrimination](#)

[AP7127 – Salary Placement for Regular Academic Administrators and Classified Managers](#)

2. HR Procedures for hiring [Administrators and Classified Staff](#)

HR Procedures for hiring [regular faculty](#)

HR Procedures for hiring [part-time faculty](#)

3. [HR Job Descriptions page](#)

4. Job Posting Example – Peralta Career Site



Sample Faculty
Posting.pdf

<https://peraltaccd.peopleadmin.com/postings/search>



Section 4_ Hiring
Process Classified anc

5. [Hiring Process: Management and Classified Positions \(Section 4\)](#)



Section 4_ Hiring
Process Faculty Positi

[Hiring Process: Regular Faculty Positions \(Section 4\)](#)

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

The District Human Resources Office follows the State Chancellor's *Handbook of Minimum Qualifications for Faculty and Administrators in California Community Colleges* as a guideline for all faculty hires. Desirable qualifications are included on job announcements and descriptions to exemplify the qualities and experience of ideal candidates. All faculty job descriptions include professional responsibilities that define the full scope of professional services and expectations. Faculty evaluations policies and procedures are also used to assess performance and skills related to knowledge, skills, and professional responsibility.

Analysis and Evaluation

The Human Resources Department screens all part-time and full-time faculty applications for minimum qualifications in accordance with the State Chancellor's *Handbook of Minimum Qualifications for Faculty and Administrators in California Community Colleges* and Peralta Administrative Procedure 7211 (1). Job descriptions and postings for faculty positions clearly state the minimum qualifications, desirable qualifications, and professional responsibilities for the position. Faculty advertisements provide specific examples of professional services included, but not limited to office hours, curriculum

development evaluation and revision, professional growth activities, maintenance of class records and rosters, and participation in meetings, and outreach (2,3).

Administrative Procedure 7121(4) and the Human Resources Hiring Process for Regular Faculty Position (5) outline the faculty hiring process. Administrative Procedure 7121 is posted on the Board of Trustees website and the Human Resources Procedures are posted on the department website.

As part of the faculty hiring process, selection committees review the minimum qualifications, desirable qualifications, and the duties outlined in the job description in order to develop paper-screening criteria and interview questions that are designed to evaluate each candidate's skills, knowledge and abilities essential to the position and discipline. The faculty interview process may also include a teaching demonstration (6). Selection committees consist of appointees with knowledge and experience related to the discipline and include at least three full-time regular faculty, with at least one from the discipline and the remaining faculty appointed by the College Academic Senate President. The Chair of the selection committee is selected from the advertised discipline or a related discipline (7).

Faculty evaluation policies and procedures also set standards of excellence for instructors. Objectives of faculty performance review include evaluation of the faculty member's effectiveness in relationship to good teaching; currency in the field; department/discipline responsibilities; and effectiveness of service to students, the departments/disciplines and the college. Both part-time and full-time faculty are subject to evaluations that consist of four categories for assessing performance. The categories include knowledge base, application of knowledge base, motivation and interpersonal skills, and professional responsibilities. In the faculty evaluation handbook, professional responsibilities include participation in a variety of academic projects, keeping abreast of their discipline knowledge, and curriculum development (8). **Anne, you can remove this paragraph and evidence number 8 if it does not fit here. LET'S LEAVE FOR NOW**

1. [AP 7211 Minimum Qualification and Equivalencies](#)
2. Job announcements for faculty positions include the following duties [Job opportunities page](#)



Sample Faculty Posting.pdf

3. [Sample Faculty Posting](#)
4. [AP 7121 Faculty Hiring](#)
5. [HIRING PROCESS: REGULAR FACULTY POSITIONS](#)



Faculty Hiring Porces Section 10.pdf

6. [Hiring Process: Regular Faculty Positions \(Section 10, page 8\)](#)



Faculty Hiring Porces
Section 7.pdf

7. Hiring Process: Regular Faculty Positions (Section 7)
8. PFT Faculty Evaluation Handbook Policies and Procedures (pages 5-7)

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

The District's Administrative Procedure for hiring administrators consists of a thorough screening and interviewing process to identify qualified candidates that have the skills and experience to be effective leaders. The selection process is extensive and involves participation of existing managers, faculty, and staff.

The effectiveness of management performance is evaluated through performance reviews that include feedback from the first level manager, peers, and an employee self-evaluation. Performance goals and evaluation are correlated with the District's Strategic Goals.

Analysis and Evaluation

The District has established Board Administrative Procedures (1,2) and Human Resources procedures for management selection (3). The management recruitment process begins with the job announcement. The job announcement states the purpose of the position, essential responsibilities, and the minimum and desirable qualifications. Executive level job descriptions also include a description of institutional needs, professional qualifications, and personal characteristics to demonstrate the model candidate (4,5). Job descriptions for management position are prepared in consultation with the hiring manager (College President or Chancellor) and Human Resources. New management job descriptions also require the review of the College or District Academic Senate.

With the assistance and supervision of Human Resources staff, an appointed screening committee consisting of administrators, faculty and classified staff develop screening criteria and interview questions, and supplementary activities (i.e. writing samples), to identify the most qualified candidates.

Community forums are also conducted for College President, College Vice Presidents, and District Vice Chancellors positions. This allows faculty, staff, administrators, students, and the public an opportunity to ask the candidates questions and to provide the hiring manager with their feedback and thoughts about the candidate's qualifications.

Feedback is provided on a forum evaluation form that is distributed and collected by Human Resources Staff at each forum.

Once a manager is hired, the District evaluates the competence and effectiveness of its managers through the management evaluation process (6). In collaboration with their managers, new managers establish goals and objectives within the first 60 days of hire. New managers are given their first evaluations after their first six months of employment. All other managers are evaluated on an annual basis in accordance with the timeline and procedures detailed in the Board's Administrative Procedures for Management Performance Evaluations.

Comprehensive evaluation for managers occur every three years and include peer and staff feedback, self-evaluations, assessment of District and College goals, and establishment of new goals for the subsequent year. If a manager receives an unsatisfactorily evaluation, the evaluating manager has the option to perform a follow up, special evaluation. If the manager's performance does not improve, their supervisor has the option to request that the employee be terminated per the 90-day clause in their Contract. Or, if their Contract is to end by June 30th, they can receive a March 15th notice of non-renewal of contract. Management evaluations are not performed on a consistent basis and there are no consequences if managers do not complete evaluations. Some managers voice concerns about the confidentiality of the peer evaluation and are hesitant to complete it when selected.

Administrators are required to attend an annual management retreat hosted by the Employee Relation and Human Resources staff to review topics related to leadership, harassment awareness, discipline, and performance management (7). If department budgets allow, managers are also provided opportunities to attend professional workshops and conferences. One example of a conference is the Association of California Community College Administrators (ACCCA) Administration Transformational Leadership Program.

The District previously provided in house opportunities for leadership development through its Management Leadership Development Academy at Peralta (MLDAP). Cohorts for the Academy were tasked with developing, implementing and delivering transformational projects to help improve the District (8). The year-long program consisted of individual and team activities to help Academy participants either prepare for a new assignment or deepen their knowledge of their current work. The MLDAP program was discontinued in 2018.

It would benefit managers and employees if the District's IT, HR, and Finance Departments could work together to provide budget training and guidance related to budget and purchasing, Human Resources, and security. Training offered throughout the academic year on at least a bi-annual basis would allow increased learning opportunities for new management and staff, and provide refreshers and updates for existing employees.

The District should also consider implementing a new in-house leadership training program for existing managers and current employees interested in leadership roles.

1. [AP 7122](#) – Hiring Procedures for Academic Administrators and Classified Managers
2. [AP 7123](#) – Hiring Acting and Interim Academic and Non-Academic Administrators
3. [HR Procedures](#) – Hiring Process for Management and Classified positions
4. COA - <https://web.peralta.edu/hr/files/2012/10/College-President-COA-JD1.pdf>
 BCC - <https://web.peralta.edu/hr/files/2012/10/College-President-COA-JD1.pdf>
 Laney - <https://web.peralta.edu/hr/files/2012/10/College-President-LC-JD1.pdf>
 Merritt - <https://web.peralta.edu/hr/files/2012/10/College-President-MC-JD.pdf>

5. Vice Chancellor of Academic Affairs job description
https://web.peralta.edu/hr/files/2016/07/ViceChancellorAcademicAffairs_JD.pdf
6. [AP 7124](#) – Management Performance Evaluations



August 10 2018

7. Management Retreat [August 2018 Management Retreat Agenda](#)



2020 Mgmt Retreat
 Agenda.pdf

8. [Chancellor’s C-Direct memo regarding Management Leadership Development Academy](#)



C-DIRECT-06-8-16
 (1).pdf

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

The District ensures degrees held by faculty, administrators, and other employees are from accredited institutions through its documented recruitment and equivalency processes. Applicants for faculty and management positions are required to upload transcripts when submitting their employment applications through the District’s career portal. The application procedures on job advertisements for faculty and management positions clearly state that copies of transcripts from fully accredited college or university institutions are required for application submissions.

The Office of Human Resources uses the Database of Accredited Postsecondary Institutions and Programs’ website to confirm that degrees held by faculty, administrators and other employees are from institutions’ recognized accrediting agencies.

Analysis and Evaluation

Degrees held by faculty, administrators, and specific classified staff are routinely reviewed through established Human Resources procedures to ensure they are from recognized United States’ accredited agencies. Employment application instructions and transcript requirements are provided on the job advertisement. Instructions for this requirement are found in the “Application Procedures” section of job posting (1). The

procedures list “copies of transcripts from fully accredited college or university institutions” as one of the required documents when submitting the employment application. The application procedures also state that copies of diplomas are not permitted as a substitute for transcripts and that if hired, the applicant will be required to submit official transcripts from a fully accredited college or university. The instructions further advise that transcripts must include the degree awarded and the confer date, and that transcripts without this information will be disqualified. Lastly, the application procedures note that a written evaluation by an official foreign credentials/transcripts evaluation and translation service must be submitted for foreign degrees by the application deadline date.

The PeopleAdmin system is the applicant tracking system used by District Human Resources for recruitments and applicant tracking. PeopleAdmin provides HR the ability to customize employment applications, screen candidates using job specific questions, and to receive required or supplemental employment documents from applicants.

EVIDENCE HERE. The Human Resources Analysts use features of the PeopleAdmin system to set requirements for transcript submission. Applicants are unable to successfully submit an application and receive a confirmation number unless the transcript is uploaded.

Human Resources uses documented processes to review and ensure receipt of eligible transcripts. Transcripts uploaded with employment applications for full-time positions are reviewed by the HR Analysts, and transcripts for part-time faculty positions are reviewed by the HR Generalists. Official transcripts are reviewed and collected by Human Resources staff members for faculty and managers selected for full-time positions. If there is ever uncertainty about the accreditation status of an institution from which a transcript was received, Human Resources uses the DAPIP (Database of Accredited Postsecondary Institutions and Programs) website to verify accreditation of educational institutions (2). This website allows users to search and confirm the accreditation status of United States educational institutions. The database contains information reported to the U.S. Department of Education directly by recognized accrediting agencies and state approval agencies

All faculty and management hires are required to meet with the Human Resources Generalist for an intake orientation appointment. When scheduling the intake appointment, the Generalists provides the new hire with a faculty or management employment checklist (3). The faculty checklist reiterates that official transcripts are to be submitted to the Office of Human Resources, that the transcripts must be sealed or sent via the E-transcript system, and that foreign degrees must be evaluated by an official foreign credential evaluation service. The same transcript requirements apply to management hires (4). **EVIDENCE NUMBERS MUST BE IN ORDER—5 is missing**

The District also has an Administrative Procedures for Equivalencies that provides guidelines for the equivalency process. When an applicant seeks equivalency review, the

District Academic Senate President appoints an Equivalency Committee to evaluate the applicant's academic qualifications, pertinent experience, and relevant coursework in determining whether the applicant meets equivalency to the minimum qualifications. The administrative procedure details the committee composition of the Equivalency Committee, specifies criteria for Master's required and Non-Master's degree disciplines, and the responsibility of the HR department in the equivalency process. The District Human Resources Office provides notification to the candidate or employee about the District Academic Senate's determination and places a copy of the letter in the employee's personnel file (6). Human Resources maintains a tracking log of equivalency files which are saved in the shared department drive. **EVIDENCE NEEDED HERE FOR PROCESS**

1. Sample Management posting

of California... ePAF candi Applicant Status Ch... Employee Benefits... 180731-FINAL.COR... Rules and Regulaio...

Director of Business and Administrative Services - COA

Below you will find the details for the position including any supplementary documentation and questions you should review before applying for the opening. To apply for the position, please click the **Apply for this Job** link/button.

If you would like to bookmark this position for later review, click on the **Bookmark** link. To email this position to a friend, click on the **Email to a Friend** link. If you would like to print a copy of this position for your records, click on the **Print Preview** link.

[Bookmark this Posting](#) | [Print Preview](#) | [Apply for this Job](#)

Please see Special Instructions for more details.

APPLICATION PROCEDURES

1. Required documents will include:

- Current resume of experience, formal education/training and qualifications.
- Copies of supporting credentials, if applicable.
- Copies of transcripts from fully accredited college or university institutions.

(Copies of diplomas will not substitute for transcripts.) (If hired, it will be required to submit official transcripts from fully accredited college or university.)

Information on transcripts must include degree awarded and confer date. Transcripts without this information and online applications without transcripts will be disqualified. PLEASE DO NOT SUBMIT AN APPLICATION IF YOUR DEGREE WILL NOT BE CONFERRED UNTIL A LATER DATE.

Note: A written evaluation by an official foreign credentials/transcripts evaluation and translation service must be submitted for Foreign Degree(s)(non-U.S. degrees) by the application deadline date.

2. Applications and attachments (resume, cover letter, copies of transcripts, letters of recommendations, etc.) will ONLY be accepted through the online process. WE DO NOT ACCEPT MAILED OR FAXED APPLICATIONS OR ITS ATTACHMENTS.

3. Travel expenses for the interview and selection process will be borne by the candidates.

4. Video conference interviews may be conducted for first-level interviews if the candidate lives in excess of 250 miles from the Peralta Community College District office.

Appointment to the position is conditional upon the approval of the Chancellor.

CONDITIONS OF EMPLOYMENT

Employees must satisfy all pre-employment requirements to work for the District which include, but are not limited to, the following items:

REQUIRED FOR ALL EMPLOYEES

12:13 PM
10/11/2019

2. [DAPIP website](#)

3. [HR Faculty Checklist](#)



Manager Hiring
Checklist 2019.pdf

4. [HR Management Employee Checklist](#)

5. [AP 7211 Minimum Qualifications and Equivalencies](#)



Sample Equivalency
Determination Letter.r

6. Sample Equivalency Determination Letter

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

The District has standard performance evaluations procedures for administrators, faculty, and staff. Classified and faculty evaluation procedures are detailed in the respective collective bargaining agreements. The Department of Human Resources coordinates the performance evaluation process for classified employees while the Office of Academic Affairs provides oversight of the faculty evaluation process. The Office of Employee Relations provides guidance and tracking for management evaluations. Each bargaining unit has a standardized evaluation form which has set performance factors and rating scales.

Classified evaluations forms are available on the Human Resources website (1). Faculty evaluation forms and procedures are available on the Academic Affairs website (2).

Analysis and Evaluation

Classified evaluation schedules are manually composed and distributed by the Office of Human Resources. The schedules include employee information and their annual evaluation date determined by guidelines set in the Local 39 and SEIU bargaining agreements (3). Classified employees are evaluated twice during their probationary period, and then annually. The annual evaluation schedule for the fiscal year is emailed to the administrators at the Colleges and to the District departments twice a year, and upon request. Second and fifth month probationary evaluation reminders are emailed to the first level manager prior to the end date of the evaluation period. These emails include general evaluation guidance for the manager and instructions if an employee does not meet performance expectations during the probationary period. The evaluation process for Confidential employees is identical to the SEIU and Local 39 processes.

Completed evaluations are submitted to Human Resources and tracked on a spreadsheet. The Human Resources Department also logs classified evaluation ratings, completion dates, and next evaluation dates on the Person Profile screen in PeopleSoft.

Policies and Procedures for faculty evaluations are detailed in the Peralta Federation of Teachers (PFT) Faculty Evaluation Handbook (4). The handbook includes procedures and timelines for all faculty including tenure track faculty, tenured and part-time faculty. The faculty evaluation handbook states the purpose of performance evaluations and defines the basis of “teaching excellence” which includes categories for assessing performance: knowledge base, application of knowledge base, motivation and interpersonal skills, and professional responsibility. In accordance with the Faculty Evaluation Handbook, each campus has an assigned College Evaluation Coordinator who monitors the evaluation process, trains faculty evaluators and evaluatees, and ensures compliance with guidelines and timelines.

Administrative Procedure 7124 (5) provides the guidelines for management performance evaluations. Management performance evaluations are performed to “demonstrate commitment to organizational excellence and align performance with the District-wide strategic goals and institutional objectives.” It is a comprehensive process that includes peer review, self-evaluation, and the manager’s evaluation. The management evaluation process also includes the establishment of goals and objectives that are aligned with the District’s Strategic Goals and Institutional Outcomes. Information regarding the evaluation cycle, competencies, procedures, and rating scale are provided on the administrative procedure. The Office of Employee Relations provides managers with evaluation guidance and tracks the completion of management evaluations. Forms, timelines, and evaluation forms are posted on the Human Resources website for reference and access and also emailed to the managers (6).

The District’s evaluation processes are primarily manual and require constant follow up from staff members in the Human Resources and Employee Relations Department. It may benefit the District to implement an online platform for performance management where managers would not have to rely on emails for reminders, schedules, and evaluation history completion. Transition to an online evaluation platform would likely require negotiated agreements with the bargaining units.

While guidance for the evaluation process is provided in the collective bargaining agreements and in the evaluation emails, all managers should receive training regarding the evaluation process at the time of hire. The District continues to experience challenges with timely submission of performance evaluations and there are no consequences for managers when they do not conduct their employee evaluations.

1. [Classified Evaluation Forms](#)
2. [Faculty Evaluation Forms](#)
3. [SEIU Collective Bargaining Agreement](#) (Article 5.1 & Appendix pages 123-124)



SEIU Classified
Evaluation Procedure.



Local 39 Classified
Evaluation Procedures

[IUOE Local 39 Bargaining Agreement](#) (Article 19)

4. [PFT Faculty Evaluation Handbook](#)
5. [Administrative Procedure 7124](#) – Management Performance Evaluations
6. <https://web.peralta.edu/hr/hr-documents-forms/> (See Management Evaluation Forms)

SKIPPING 6 is deliberate per ACCJC (note to self)

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

Using program review and the District’s planning and budgeting model, the District maintains a sufficient number of qualified full-time to support its mission and purposes. Over the last three fiscal years, the District met its Faculty Obligation Number (FON).

The District also has negotiated agreements with the Peralta Federation of Teachers (PFT) that aide the Colleges in maintaining a healthy pool of part-time faculty. In accordance with Articles 30.D and 30.H, the District maintains an eligibility list of all temporary part-time faculty, and has an established part-time faculty rehire preference pool.

Analysis and Evaluation

The District maintains a sufficient number of full-time faculty to fulfill its institutional goals and to serve its students (1) and has met the FON number for consecutive years. However, it has been noted that the even though the District has experienced a declining enrollment in recent years, the FTEF have not been adjusted to account for the decrease in FTES. According to the report completed by the Fiscal Crisis and Management Assistance Team (FCMAT) for Peralta Community College in June 2019, “The District lacks a coordinated and effective process for establishing mutually agreed upon annual FTES productivity targets”. FCMAT suggests that productivity targets and the corresponding budgets must be evaluated, and revisions must be made to the practice used for establishing annual FTES productivity targets. The funding measurement metrics and opportunities to improve performance should be carefully considered in all future productivity target discussions since the District is not earning the revenue possible with the new funding formula (2).

The District maintains a preferred pool for part-time faculty as part of a negotiated agreement with PFT and through ongoing Temporary Pools advertised on the Peralta Career site. The

preferred hiring pool gives preference in assignment to part-time faculty that meet the eligibility guidelines set forth in the bargaining agreement (3). Colleges are required to offer assignments to preferred part-time faculty before they recruit externally. The electronic list of the pool is compiled in collaboration with Institutional Research, Academic Affairs, and Human Resources. The list is publically posted on the Peralta Institutional Research Reports website each semester, by College (4).

The District also maintains a non-preferred hiring pool in accordance with the bargaining agreement. This list includes part-time faculty that are currently employed by the District, but not preferred, and who meet state minimum qualifications. If part-time faculty positions are open but there are no available qualified individuals in the discipline from the Preferred Hiring Pool, the Division Dean or designee considers faculty members currently employed in the Department discipline or at another College within the District who are not in the Preferred Hiring Pool. The Dean or designee may also contact the Office of Human Resources regarding qualified candidates who are currently in the central District database.

The Office of Human Resources maintains ongoing temporary pool announcements for part-time faculty, by discipline, on its Human Resources Career site (5). College departments may contact Human Resources to request applications from the pool. The Human Resources staff screens applicants in the pool to ensure only qualified applicants are considered.

1. FON reports for(
 Fall_2017_FTF_Final_Report (2).pdf
 Fall_2018_FTF_Final_Report (1).pdf  Fall_2016_FTF_Final_Report (1).pdf
2. Page 7 of Fiscal Crisis and Management Assistance Team (FCMAT) Report for Peralta Community College, June 28, 2019
 FCMAT Report page 7.pdf
3. [Article 30. D & H of PFT CBA](#)
 PFT Contract Article 30.pdf
4. [Part-time faculty preferred hiring pool list](#)
5. [Peralta Job Opportunities](#)

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution

provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

The District has policies, procedures, and negotiated agreements that provide oversight, evaluation, and inclusion of part-time faculty in the District community. Human Resources has an established orientation procedure for part-time faculty which include a required intake appointment with a Human Resources staff member. Part-time faculty are included in professional development activities. The PFT Contract includes specific procedures for part-time faculty performance evaluation.

Analysis and Evaluation

Upon hire, new part-time faculty are scheduled for an intake appointment with a Human Resources Generalist. During that appointment, the new hire and the HR Generalist complete and review required new hire documents, discuss salary placement procedures and retirement options, and answer HR related questions. Intake appointments are scheduled on specific days and times of the week as part of an agreement with the Peralta of Federation of Teachers (PFT). Representative from PFT are notified of the intake appointments and invited to meet with new hires to discuss union membership.

An overview of the new hire process for part-time faculty is posted on the Human Resources website for public reference (1). The PCCD Guide for Hiring Part-time faculty is also published on the Human Resources website to assist hiring managers and department chairs with the hiring process. This guide is used for training and as a reference for the Colleges. This document helps maintain a streamlined consistent hiring process for part-time faculty.

Human Resources also utilizes a faculty checklist to prepare new hires for the intake appointment. This form is available on the HR website (2).

While the District meets this standard, Human Resources and the Staff Development Officer are seeking to identify how the onboarding and orientation processes can be improved by distributing an onboarding and orientation survey to employees hired within the 2019-20 academic year. This survey will help District Human Resources and the Colleges work together to improve the onboarding experience for new hires. It will also help develop an understanding between the District and the Colleges about who is responsible for providing certain information to new hires (3). For example, HR provides information about salary placement, payroll, email access, benefits, and Human Resources policies. At this time, Human Resources does not have a clear understanding about how information related to systems access, directives about schedule and job responsibilities, ID badge, keys, etc. are provided to new hires at each of the Colleges. Once Human Resources has an understanding of how Colleges provide the information, the Human Resources Department will revise the new hire checklist so new employees have a better of understanding about who to contact for specific requests within the first weeks of hire.

AGAIN IF COLLEGES SHOULD BE RESPONSIBLE, ARE YOU HAVING DIALOGUES WITH THE COLLEGES TO SUGGEST THIS? IF SO, PROVIDE EVIDENCE.

The evaluation process for part-time faculty is documented in Part Two of the PFT Faculty Evaluations Policies and Procedures Handbook (4). Evaluation of part-time faculty is a four-part

process involving self-evaluation, faculty/classroom observation/evaluation, administrative evaluation, and student evaluation. Part-time faculty are evaluated within the first year of employment. Thereafter, evaluations are performed once every six regular semesters, unless a summary rating of “Does not consistently meet requirements” or “Does not meet requirements” is received. When a part-time faculty member receives a summary rating of “Does not consistently meet requirements” or “Does not meet requirements”, an evaluation will take place during the next semester that the faculty member has an assignment. For part-time faculty, the second evaluation will be used to determine eligibility to enter into or remain in the Rehire Preference Pool.

Article 30 (5) of the PFT bargaining agreement details specific agreements for part-time faculty relating to assignments and benefits, including the Part-time faculty rehire preference pool which provides assignment preference to part-time instructors that meet the eligibility guidelines.

All faculty, including part-time instructors, are required to participate in Flex day activities. This requirement is documented in Professional Days’ Agreement under Appendix A.5.B of the PFT Contract (6). Part-time temporary faculty participate in Flex-day activities on the same basis as their weekly teaching assignments. For example, if the instructor has an assignment of teaching three hours in-class and Professional Days are on that day, he/she shall participate and report three hours of flex activities

The Staff Development Office also offers professional development outside of Flex days and throughout the academic year. Part-time faculty are welcome and encouraged to participate in these activities as well. The Staff Development Officer has its own website (7) and regularly sends out announcements regarding professional development opportunities. The Staff Development Office also hosts online office hours through Zoom and delivers a monthly newsletters that include upcoming learning opportunities (8).

1. [PCCD Guide for Hiring Part-time faculty – section 3](#)
2. [HR Faculty Checklist](#)
3. **2020 Onboarding Survey (evidence will be included at a later date)**
4. [Faculty Evaluations Policies and Procedures Handbook”](#) (See Part Two of handbook)
5. [PFT CBA – Article 30](#)



Professional Days
Agreement.pdf

6. PFT Appendix A.5.D
7. [Staff Development website](#)
8. [Staff Development Office newsletter](#)

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

Through Program Review and the use of the District Staffing Plan, departments are able to plan for personnel needs.

Analysis and Evaluation

The District's Staffing Plan provides guidance for workforce planning. The District utilizes the Planning Budgeting Integration model and annual program review to assess and analyze staffing needs (1). The District and the Colleges identify needed positions through the use of Program Reviews and annual program updates.

Per the 2019 Peralta FCMAT report, a review of the total number of Finance, Payroll, and Purchasing positions found the District staffing is comparable to similar sized Districts. However, the Report contains recommendations for organizational changes to build capacity within these departments. The District should prioritize department needs and begin filling vacant positions, training staff for their positions, utilizing software appropriately, and inserting controls within current practices (2).

To ensure staffing needs are met for core functions, the request to fill vacant budgeted positions should be completed as soon as an incumbent submits documentation for separation to maintain sufficient staffing for departments to function. Since the process to request to advertise positions involves a paper process that requires College and District approvals, the District would benefit from an electronic position request form. The current form is inefficient and cannot be tracked since it has to be passed from department to department for signatures.

Increased benefits' costs makes it difficult for departments to hire permanent full-time and part-time classified positions. Classified bargaining contracts are negotiated so that permanent part-time classified employees are eligible for the same health benefits as full-time employees (3). With the high cost of benefits, and no proration of the costs for other than full-time employees the Colleges and District departments lack the ability to hire permanent part-time staff.

It should be noted that as part of the Five Year Integrated Financial Plan, the Fiscal Crisis and Management Assistance Team will analyze the organization and staffing levels of the employees responsible for District finances in the District Office and make recommendations, which may include changes in the organization and staffing, to enable the District to function effectively and efficiently. As Part of the CBT recommendations, the District will examine centralized and decentralized services to streamline, encourage collaboration, eliminate duplication, and align staff assignments with District and College priorities (4).

1. District Staffing Plan



FCMAT-Report-pages 51-57.pdf

2. [FCMAT Report page 51-57](#)
3. [SEIU Collective Bargaining Agreement](#) Article 11.4 (page 33). Section “All employees



SEIU Article 11.pdf

hired at any time”

[Local 39 Collective Bargaining Agreement](#) Article 24 (page 49). Section “All employees



Local 39 article 24.pdf

hired at any time

4. [CBT Phase II](#)

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

Evidence of Meeting the Standard

The District has an adequate amount of budgeted management positions at the Colleges and District Administrative Center. However, management turnover is high. Reports show increased overturn of management positions over the last three fiscal years (1). Due to unanticipated turnover, there were a number of administrative positions that were vacant or filled on an interim basis. With a lack of available data, the District does not have a clear understanding about the cause for management turnover.

Analysis and Evaluation

The Peralta District Office has six Vice Chancellor positions. The 2019 Peralta FCMAT study recommends decreasing the number of administrators at the District Office. FCMAT indicates that similar sized Districts operate with less Vice Chancellors (2). The study by the Collective Brain Trust had a similar finding and recommends the District consider reorganizing the District Office, streamlining the vice chancellor structure, and analyzing all positions as first tier (core-critical), second tier, or third tier. CBT also recommends the District analyze services to determine which systems and processes are centralized vs. decentralized: clarify roles, responsibilities, and accountabilities of those involved and revise job descriptions as needed. Furthermore, CBT recommends that the District determine appropriate protocol for communication and collaboration between the District Office and Colleges’ operating procedures, including those services that are centralized vs. decentralized.

As part of the District’s Five Year Integrated Plan (3), the District conducted a turnover analysis and developed the following recommendations and actions to retain Executive level staff at the District office.

- Establish a Meet and Confer process for management.
- Provide clarity of job descriptions. Specifically, within one month of hire, and annually, managers are required to meet with their Supervisor to analyze job descriptions, to determine if they are in line with actual work performed or expected.
- Institute and define professional development opportunities for management.
- Consult with an outside, third party agency to establish a Leadership Academy for managers.
- Cease the overuse of Interim appointments.
- Establish organized coaching and training sessions between Managers and their direct reports.
- Review the current Management Evaluation process and consider disallowing Managers to choose their own evaluators.

Managers require more support and training upon onboarding. Administrators often seek out assistance on their own to learn processes, procedures, and systems. Staff members in the Finance, Human Resources, and Information Technology Departments are inundated with day-to-day work, and do not have the staff or resources to support training and development. The use of interim appointments for vacant management position impedes administrators ability to adapt to their role, so there is a lack of long-term, experienced leaders that have time and opportunity to understand, analyze, and improve their functional areas.

Additional actions cited in the Five Year Plan to decrease administrative overturn include:

- Board Training Sessions. The Board recognizes the need to create an environment that enhances the retention of personnel. The Board has engaged in several training sessions on the topics of Board stewardship and strengthening leadership through the lens of equity.
- Contract Extensions for Administrators. Several top-level executives, especially the College presidents, have been awarded long-term contracts based on their performance. While PCCD may not be able to enhance the pay of the administrators, the long-term security that the District offers is designed to increase longevity. For example, since May 2016, the District has not experienced turnover of its College Presidents, resulting in more stability for the Colleges and the opportunity to engage in better planning and coordinating with the District.
(YOU WILL HAVE TO RESTATE AS BCC LOST ITS PRESIDENT, RIGHT??) IT'S TWO PRESIDENTS NOW
- Analysis of Administrative Turnover. A Participatory Governance workgroup has been formed and has suggested some preliminary recommendations for addressing the turnover.

1. Management turnover rates for last three fiscal years **(YOU WILL NEED TO UPDATE WITH 19/20 DATA)**

FY 2018-19 turnover rate	40%
FY 2017-18 turnover rate	33%
FY 2016-17 turnover rate	33%



FCMAT Report page
8.pdf

2. [Peralta FCMAT Report – page 8](#)



Five-Year-Integrated-
Financial-Plan pages 6

3. [Peralta Five-Year Integrated Financial Plan 2019-2024 – Chapter 6](#)

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The District has established Board and Administrative Policies and Procedures that provide personnel guidelines and policies. Board policies and Administrative procedures are publically accessible and available for viewing on the Peralta Board of Trustees page (1). Board Policies and Administrative Procedure specific to personnel are found in section 7000 for Human Resources. When Board policies or procedures are updated, the Chancellor’s Office sends a notice of the changes through the District email announcement service.

The Offices of Human Resources and Employee Relations work in collaboration with bargaining unit representatives to discuss and resolve any personnel actions of concern.

Analysis and Evaluation

Over the past two years, Human Resources made efforts to document and publish Human Resources’ related procedures. The procedures include guidelines for recruitment, reclassification, working out-of-class, leave of absence reporting, submission of electronic personnel action requires, and student employment. Procedures are posted on the Human Resources page and available to the public (2). The Human Resources website also includes a training page which provide process references for specific personnel transactions (2). These documents are easily accessible and contain detailed instructions and workflow information. The training documents help maintain consistent and standardized process guidelines throughout the District.

Human Resources staff members are directed and trained to follow established procedures. Exceptions are only made when directives are received from Executive Leadership. For example, during the 2019 Chancellor Search, HR received a directive to move forward with the recruitment process even though the selection committee only recommended two finalists. The Board Policy for Chancellor Selection Section (3) states that the selection Committee is to

recommend five finalists. The Board of Trustees placed an item on the September 10, 2019 to consider a temporary waiver of Board policy 2431(4). **FOR FUTURE REVIEW**

There are instances when policies and procedures related to personnel are changed without consultation with Human Resources. The HR department is not informed about the changes until after a decision is made, and new procedures are expected to be implemented immediately. Human Resources does not have an opportunity to provide input for their own processes, or to discuss the impacts of process change. Also, there are times when leadership in the Chancellor's Cabinet discuss new personnel policies and procedures, but the changes are not communicated to other managers and staff throughout the District.

1. Board Policies and District Administrative Procedures [Homepage](#)
2. Human Resources website [Procedures](#), [HR Training](#), [Leaves](#),
3. [Board Policy 2431 – Chancellor Selection](#)



4. Temporary Waiver
Chancellor Selection.p

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The District is a representation of the community it serves and reflects this representation through its commitment to diversity. This commitment is demonstrated through Policies and Procedures, and recognized in Board Policy 7100 (1) and supports equal employment opportunity with the adoption of its Equal Employment Opportunity Plan required by Board Policy (3420 (2).

Analysis and Evaluation

The Equal Employment Opportunity (EEO) Plan is a district-wide written plan that implements the District's EEO Program, includes the definitions contained in Title 5 Section 53001, and complies with all legal requirements as listed in Title 5. Administrative Procedure 3420 (3) specifies the requirements of the EEO plan. The Plan is approved by the Board of Trustees and posted on the Human Resources website (4). The Plan also provides District-wide demographics by employee category.

As part of the requirement of AP 3420 and AP 7102 (5), the District has in place a Faculty Diversity Internship Program (FDIP). The Faculty Diversity Internship Program aims to select and train a diverse pool of potential faculty to effectively teach and serve the wide-range of students in the Peralta Community College District, address gaps in equity, and develop a faculty body that reflects the diversity of our student population. A FDIP Coordinator (current faculty member) provides oversight for the program under the guidance of the Vice Chancellor of Academic Services. Information, application procedures, and frequently asked questions are posted on the FDIP Program page (5). Graduates of the FDIP Program are eligible for the PFT Rehire Preference pool per Article 30.H.1.a of the bargaining agreement.

Human Resources participates in diversity activities by offering diversity workshops (6) and participating in local diversity career fairs (7). HR procedures incorporate equal employment opportunity guidelines through its oversight of the District's hiring procedures (8). HR also utilizes advertising services to assist with job posting and ad placement on specialized job boards. This service also helps HR accommodate College requests to advertise on websites aimed to attract diverse applicants.

1. [Board Policy 7100 Commitment to Diversity](#)
2. [Board Policy 3420 Equal Employment Opportunity](#)
3. [Administrative Procedure 3420 Equal Employment Opportunity](#)

4. [EEO Plan 2019-2022 – HR Website](#)
5. [Faculty Diversity Internship Program – AP 7102](#)



Human Resources

6. [Summer Newsletter.pⁱ](#) (diversity training announcement in newsletter)
7. [City Career Fair 9/11/19](#) – Peralta listed as a participant
8. [AP 7121](#) – Faculty Hiring
[AP 7122](#) - Hiring Procedures for Regular Academic Administrators and Classified Managers

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

Respect is one of the core values of the District (1). The District has a documented code of ethics and standards of practice that applies to all personnel and Board members (2). The policies state the expectation that all Peralta Community members are treated with civility and respect (3,4). Board policies for Discipline and Dismissal for Academic and Classified employees detail the consequences for unprofessional conduct (5,6).

Analysis and Evaluation (INSERT NUMBERS 7 AND 8 WITHIN TEXT)

The District upholds expectations for respect and civility. Board members, administrators, faculty, staff, students, and Peralta visitors are subject to these expectations. Unacceptable behaviors are clearly defined in District's Administrative Procedure for Ethics, Civility, and Respect. The District's Administrative Procedure outlines the formal and informal complaint process for those that experience harassment, discrimination, or retaliation. The Procedure for Prohibition of Unlawful Harassment (7) clearly defines different forms of harassment (7) and Administrative Procedure 3435 (8) outlines the process for reporting complaints and investigations. Individuals may submit complaints to the College Vice Presidents, and Administrator, and to the Vice Chancellor of Human Resources and Employee Relations. Investigations of complaints are conducted by the Office of Employee Relations. The District has a Board policy and Administrative Procedure (9) to encourage the reporting of unlawful activities. Employees that report incidents in good faith are protected from retaliation.

All administrators and supervisors are currently required to complete two hours of classroom training and education regarding sexual harassment prevention. The District has recently acquired an online training platform through the Alliance of Schools for Cooperative Insurance Programs. Per Assembly Bill 1825, the State of California mandates statewide harassment and discrimination training for any employee who performs supervisory functions within a company of 50 employees or more. Previously, the District held such trainings in person. With the addition of the online platform, employees will have continued and immediate access to the required information. In-person refresher courses will continue to be provided by the Department of Human Resources.

Additionally, the online training satisfies State Bill 1343, which requires State of California employers with five or more employees to provide nonsupervisory employees with at least one hour of sexual harassment training every two years, in addition to the requirements of AB 1825.

Evidence List

1. [Peralta Mission and values](#)
2. [Board Policy 2715 – Code of Ethics and Standards of Practice](#)
3. [Board Policy 7380 – Ethics, Civility, and Mutual Respect](#)
4. [Administrative Procedure 7380 – Ethics, Civility, and Mutual Respect](#)
5. [Board Policy 7365 – Discipline and Dismissal- Classified Employees](#)
6. [Board Policy 7360 - Academic Employees](#)
7. [AP 3430 – Prohibition of Unlawful Harassment](#)
8. [Administrative Procedure 3435 – Discrimination and Harassment Complaints and Investigations](#)
9. [AP 7700 Whistleblower Protection](#)

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Consistent with its mission and values, the District promotes employee development for all employees (1). The District provides opportunities for professional development and encourages employee participation. Per Board policy 7160, the goal of professional development is to enhance employee performance and service to students and to assist employees to meet the changing needs in education (2). Local 39 and Peralta Federation of Teachers (PFT) have negotiated agreements that promote professional development and learning. The District occasionally provides classified staff and managers with opportunities for professional growth through workshops and classes. The District Offices, including Risk Management, Academic Affairs, and Human Resources provide training opportunities for employees. The Staff Development Office focuses on support and development opportunities for faculty, but often makes an effort to invite other employee groups to participate.

Analysis and Evaluation

The PFT bargaining agreement contains negotiated requirements for professional development of full-time and part-time faculty (3). Per the Contract, the District is required to allocate \$120,000 each year for faculty professional development. A Professional Development Committee established at each College makes advisory recommendations for the disbursement of professional development funds for faculty (4). The Committees meet regularly, oversee the sabbatical leaves process, and plans and develops professional Flex day activities for the Colleges. The PFT Contract also negotiated an 11-month faculty assignment for a District Staff Development Officer (SDO). The SDO meets with the College Professional Development Committees on a regular basis. The District Officer also communicate, on a regular basis, with all employees of the District to keep them informed about Professional Development activities, opportunities, issues, and funds. The SDO also prepares reports for the state and coordinates District-wide flex activities. The SDO maintains the District Staff Development Office website and composes a monthly newsletter (5).

The Appendix of the PFT Contract contain a Professional Days Agreement that outlines faculty obligations for Flex days (6). The total Flex day obligation for the academic year shall equal the total teaching obligation (or equated load assignment) from which the instructor is released. Part-time temporary faculty shall participate in Flex-day activities on the same basis as their weekly teaching assignments.

By Contract, faculty have the option of Professional Development Leave (Sabbatical) and Research/Work Experience Leave (7). Academic Administrators are also eligible for Sabbatical leave as outlined in Administrative Procedure 7347 (8).

The Local 39 contract has negotiated agreements that support employee development (9). Local 39 are eligible to receive up to three Professional Pay stipends per year as part of a contractual agreement for certification and licensing opportunities (10). The Office of Risk Management develops, prepares, and advertises an annual calendar of Local 39 trainings and workshops (11). They track attendance to confirm program completion and stipend eligibility.

The District waives class fees for all active employees for classes taken at any of the Peralta Colleges. The Fee Waiver is available on the Human Resources website (12). If funds are available and with manager approval, employees may also attend work related conferences and workshops offered outside of the District.

Although the District offers some opportunities for development, managers and staff throughout the District do inquire about trainings and would like to see more offerings for professional development. The recent FCMAT report recommends that the District provide job related training on a more regular basis, set and clarify expectations of continued professional education for each staff member, and purposefully determine staff development activities based on a careful assessment of staff member needs (13). A study conducted by the Collaborative Brain Trust recommended the establishment of Professional Development or a Professional Development Office with full-time staffing to address onboarding and ongoing professional development needs of all employees. The study has a recommendation similar to the FCMAT report encouraging training and development for managers and classified staff in addition to Flex activities, especially for high priority core functions such as information technology and finance (14).

1. [Peralta Mission and Values](#)
2. [Board policy 7160](#)



PFT Contract Article
25.pdf

3. [PFT CBA](#) – See Article 25 for Professional Development
4. [Professional Development Advisory Committee Meeting Agendas](#)
5. [Staff Development Office page](#)



Professional Days
Agreement.pdf

6. [PFT Appendix A5 Professional Days Agreement](#)



PFT Contract Article
26.pdf

7. [Articles 26.M and 26.R of the PFT contract](#)
8. [AP 7347](#)



Local 39 CBA Article
10.7.pdf

9. [Local 39 CBA](#) Article 10.7

10. [Local 39 CBA 26.10 Stipends](#)  Local 39 CBA Article 26.10.pdf
11. Risk Management 2019 Training Calendar  Risk 2019 Training Calendar.xlsx
12. [Enrollment Fee Waiver](#)
13. [FCMAT Report pages 47-48](#)  FCMAT Report pages 47-48.pdf
14. [CBT Summary of Recommendations page 7-8](#)  CBT Recommendations pa

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The District maintains standards to protect the confidentiality of employee information. Personnel records are housed in secure locations in the District Office of Human Resources. All collective bargaining agreements include language regarding employees’ right to access personnel files and provide procedures for employee review of their personnel files. Employment verification is limited to general employment information unless Human Resources receives an authorized document signed by the employee. The District incorporates Administrative Procedures for Public Records Access and Record Retention that reflect compliance with the California Public Records Act and federal and state record retention laws.

Analysis and Evaluation

Personnel files are stored in locked files in the District Human Resources Department. The high density cabinets where the files are primarily stored can only be accessed with a secure passcode issued to HR staff members only. Overflow personnel files for temporary staff and I-9 forms are stored in keyed file cabinets. All files and cabinets are locked at the end of the business day. The PFT, SEIU, and Local 39 collective bargaining agreements outline procedures for employees to access their files (1,2,3). All employees have the right to inspect their personnel file during the District Office business hours. The Human Resources Department has an assigned staff member to accommodate personnel file review requests. Upon an employee request, the HR Assistant confirms a time and day for the employee to review their personnel file. At the time of

appointment, the employee is required to provide identification. The Assistant remains with the employee during their file inspection and employees are allowed to make copies of documents in their personnel files.

Personnel records are retained in accordance with Administrative Procedures 3310 (4), which specifies requirements in line with federal and state laws.

Because the Human Resources Department still has many paper processes, space will eventually become an issue for the maintenance of personnel files and confidential documents. The District does utilize services for off-site services, but this can cause delays in the retrieval of documents. Also, there are older personnel records that are retained on microfiche files. In the near future, the District should consider the transfer of these files to an electronic system. An electronic data and records management system would increase the efficiency in retrieving older documents, decrease the need for additional physical space in the HR Department, and provide electronic back up of paper files in case of disaster.

When Human Resources receives employment verification requests, HR staff members only verify employee title, start date, end date, full-time equivalent, and active or inactive status. Additional information such as salary or accrued leave hours is provided only with written authorization from the employee. Each employee has an eight-digit employee ID number to protect personal information. The District follows Administrative Procedure 3300 when members of the public request copies of public records. The Administrative Procedure is compliant with the California Public Records Act (5).

1. [Article 13 of PFT CBA](#)

PFT Contract Article
13.pdf
2. [Article 4.1 of SEIU CBA](#)

SEIU CBA Article
4.1.pdf
3. [Article 19.3 of Local 39 CBA](#)

Local 39 CBA Article
19.3.pdf
4. [Administrative Procedure 3310](#)
5. [Administrative Procedure 3300](#)

Conclusions on Standard III.A. Human Resources

WHAT ABOUT CBT AND FCMAT RECOMMENDATIONS??

The District has established policies and procedures that are documented and utilized by Human Resources staff in their daily operations and support of the Colleges and District Administrative Center.

Procedures for classified, faculty, and management hiring consist of job announcements that specifically state responsibilities and qualifications for each position, a hiring process that includes faculty, staff, and managers who develop appropriate and applicable screening criteria to identify qualified and skilled candidates, and Human Resources oversight to ensure hiring procedures are fair, equitable, and followed in accordance with Board policy. Recruitments can be prolonged due to paper requests to advertise processes, and the number of appointments for screening committees.

Policies and procedures for equivalency, equal employment opportunity, performance evaluation, and professional ethics are also documented and published on the Board of Trustees and Human Resources website, in the collective bargaining agreements, and on job announcements.

Many of the Human Resources and District processes are manual. The Human Resources still has paper processes for many functions and deficiencies in technology have not been addressed by the District. This causes delays and backlogs within the department. The PeopleSoft system not only needs to be upgraded, but additional modules to support Human Resources should be implemented. The continual use of paper process will cause problems with document retention, increased need for physical space, and inefficient document retrieval.

The District maintains a sufficient number of qualified faculty through recruitments for full-time faculty and the part-time faculty rehire preference pool.

Although job descriptions are reviewed before positions are announced and during reclassification requests, a District-wide classification study would greatly benefit the District. With limited Human Resources staff dedicated to classification and compensation functions, a classified study by an outside professional team could help to provide a review of job descriptions on a high volume basis.

The District does experience high overturn of administrators. Additional training and ongoing support to help administrators provide effective and long-term leadership is needed. Critical and vacant management positions should be recruited and filled on an efficient basis.

While the Office of Risk Management and the classified groups provide opportunities for classified staff, there is room for improvement in the areas of professional development tracking and resources. The District may want to consider a position dedicated to professional development that could help organize and track professional development, and help identify and promote learning opportunities across all employee groups.

Improvement Plan(s) THE PLANS DETAILED BELOW ALL SOUND GOOD, BUT DO YOU HAVE ANY OF THESE PLANS IN MOTION? IF SO, ADD EVIDENCE.

- The District will use the new online platform to provide more professional development opportunities for employees. Managers will be the first group to receive access to the platform beginning March 2020
- In collaboration with the Staff Development Office, Human Resources will survey current administrators to identify specific areas of support and training needed by managers. The Director of Human Resources and Staff Development Office have been and will continue to meet on a regular basis to discuss and share survey feedback, and to provide administration information about viable online professional development platforms. **(DO YOU HAVE MEETING NOTES?) I will get them, to be included at a future date**
- Information Technology will provide PeopleSoft training to Human Resources, Finance, and Payroll management and staff during Spring 2020. Training are scheduled throughout February to May 2020
- Consider District-wide compensation study and identify potential funding **(pending discussions with SEIU, Local 39, and the Chancellor)**
- Consider establishment and staffing of a Professional Development Office in the District office to address training and development needs of all employees **(pending funding and approval of the Chancellor and Finance)**
- Fill management positions that are vacant or filled on an interim basis and limit the use of interim managers
- Conduct exit interviews for management to obtain data to completed a turnover analysis
- Analyze internal operations at District Office and four Colleges.

Evidence List

- As of December 2019, only 6 interim managers and 14 vacant management positions posted. **(THIS INFO WILL NEED TO BE UPDATED IN MAY).**

- [Electronic exit interview survey created](#)



Three-Pronged-Approach.pdf

- Peralta Fiscal improvement plan
- [Five-Year Integrated Financial Plan \(2019-2024\)](#)
- [CBT Phase II Schedule for 2019-2020](#)

- 14 management positions posted as of January 2020 THIS INFO WILL NEED TO BE UPDATED IN MAY
- 6 managers hired for FY 19-20 THIS INFO WILL NEED TO BE UPDATED IN MAY

Section IIIB Physical Resources

*Standard III: Resources. The institution effectively uses its **human, physical, technology, and financial** resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).*

GENERAL NOTE:

WHEN CITING PROJECTS THAT WILL BE COMPLETED IN THE NEAR FUTURE, E.G., MARCH 2020, EVIDENCE AND NARRATIVE NEEDS TO BE UPDATED AFTER PROJECT COMPLETION AND BEFORE THIS REPORT IS COMPLETED.

EVIDENCE OF MEETING THE STANDARD

Peralta Community College District offers broad access to programs services for the communities of Albany, Berkeley, Piedmont, Oakland, Alameda, and Emeryville by offering courses and other services at four campuses, encompassing approximately 260 acres and over 1,657,000 gross square feet of buildings. The largest campus, Laney College, is in downtown Oakland. The three other campuses are also located in downtown Berkeley (Berkeley City College), on Alameda Island (College of Alameda), and in the Oakland hills (Merritt College). Laney and Berkeley City College are easily accessible by BART, and all four campuses are accessible by bus and private vehicles.

The District endeavors to provide safe and sufficient physical resources at all its locations to address the teaching and learning needs of students, faculty, and programs and to assure that the District's mission is achieved. Though separated by short distances, the four campuses are intended to operate as a single system to facilitate the ability of the District's Facilities Department and the Alameda County Sheriff's Department to maintain and provide security over all sites.

Human Resources. In 2016, the District began the process of decentralizing facilities services in order to better meet the needs of the **Colleges**. The goal was to house a Facilities Director at each of the **Colleges**, with a staff of engineers, groundskeepers and custodians reporting to this position. The idea was that a location-centric facilities staff would be better positioned to meet the day to day challenges at each College. The purchasing department would remain centralized at the District Office, so that the benefits of bulk purchasing would not be lost. The Facilities Directors would report to an elevated position, a Vice President of Administrative Services. This position would have operational oversight of facilities, among other duties (**Evidence 1**).

Physical Resources. Three of four **Colleges** were constructed in the early 1970's, with Berkeley City College constructed in 2007. While some scheduled maintenance has occurred, many parts of each campus are aging and are not properly maintained. Nonetheless, the District has enjoyed strong community support for its mission to provide critical physical resources to serve the needs of its student population. The District has endeavored to improve its facilities through a combination of voter-supported capital improvement bond funds and state maintenance allocations, as evidenced by the recent passage of the \$800 million Measure G bond in 2018. Measure G is the second capital improvement bond provided by the voters. Measure A, passed in 2006, providing capital improvement

funding for each campus. Major campus projects completed between 2006 and January 2020 include (Evidence 2):

- Laney College Field House and Field Replacement
- Merritt College Science Building
- College of Alameda New Center for Liberal Arts (expected completion June 2020)
- Berkeley City College property purchase (2118 Milvia Street, Berkeley, CA)

Measure G funding is intended to support the Peralta Community College District's *District Wide 2017 Facilities Technology Master Plan (FTMP)*, which the Governing Board approved in March 2018. The bond passed in November 2018. The FTMP anticipates building and space needs arising from the four colleges' 2016 Educational Master Plans. These educational, facilities, and technology plans provide information establishing the physical resource needed to enhance institutional effectiveness and contribute to overall student learning outcomes and success. (Evidence 3).

Finally, the District seeks additional State capital project resources to achieve their goals. The State assigns a Facilities Condition Index (FCI) to each building. Working with specialty consultants, the District's facilities are assigned a grade, and programs are evaluated for their growth potential. Funding requests to the State's FUSION space inventory database (Evidence 4).

Technology Resources. The District's technology plan is intended to meet the changing needs of the District's students, faculty and staff. With classroom technology changing quickly, teaching techniques are also evolving. These changes affect both classroom instruction and online course offerings. The District has a centralized IT group, tasked with maintaining the network systems that are centralized in the District Office. As with the facilities group, the Colleges also have a dedicated IT technician, reporting to the Director of Business Operations, or in the case of Laney College, a Director of IT, reporting to the Vice President of Administration (Evidence 1).

Financial Resources. The District has resources available for facilities capital improvements, including local bond funds. In addition to State scheduled maintenance funds, the District also was awarded Proposition 39 funding for energy saving projects (Evidence 5).

Operational funds for staff have been lacking however, as many positions in the central office have been frozen. The ability to create Purchase Orders and pay contracts in a timely manner, continue to challenge the District.

ANALYSIS AND EVALUATION

Human Resources. The District created and committed to decentralizing services but failed to implement the plan. While the decentralized model may have been well intentioned, the lack of implementation created a disjointed service model, inconsistent positions across the District, and inconsistent procurement patterns, as the level of procurement knowledge was inconsistent across the four colleges. While Laney College was able to create, fund and fill the positions of Vice President of Administration and the Director of Facilities, none of the other Colleges were able to implement the decentralized model. (THIS SECTION NEEDS ALIGNMENT WITH HR REPORT)

In order to achieve consistency, the District is returning to the centralized model for the management of facilities. The centralized model will provide staffing flexibility, consistent purchasing and financial controls. One of the ongoing challenges is the inability for centrally dispatched engineering staff to work

collaboratively with the on-site Directors. In the centralized model, Facilities Directors will directly manage the engineering, grounds and custodial staff and will have the authority to dispatch staff to address the highest priority campus issues (Evidence 6). The plan will be implemented in March 2020.

Physical Resources. The District received State Capital outlay funding two years ago but has been slow to spend it. The District hired a State funding specialist (Evidence 7) to assist with the process and has recently hired architects to design the five (5) projects. The projects must be in construction before June 30, 2021. State funds require matching local funds, which will be supplied by the Measure G bond. The five projects are:

- Laney College Learning Resource Center
- Laney College Theater Modernization
- Merritt College Child Development Center
- Merritt College Horticulture Building
- College of Alameda Diesel and Auto Technology Building

As Berkeley City College is relatively new, the District did not seek State capital project funds for that campus.

The listed projects are following the Board-approved FTMP, with a few minor revisions. The plan was appropriately vetted by the participatory governance process.

Technology Resources. Funding for Technology is included in the Measure G bond spending plan. The spending plan follows the Board-approved FTMP. (EVIDENCE)

Financial Resources. DGS and the Finance Department have struggled to properly budget for Board-approved contracts and are slow to pay for work completed. The processes for approving invoices are inadequate, and the business processes in One Peralta do not follow best practices. The Vice-Chancellor is expected to approve all invoices without sign-off from local area managers. Purchase Orders for multi-year contracts are reissued every fiscal year, leading to confusion amongst vendors when their invoices go unpaid because they did not change, or did not know that a new PO number was issued.

On the other hand, State Capital Outlay funds and Measure G Capital Outlay funds are available to improve and modernize the facilities. The Measure G Program Manager was hired on February 4, 2020 (Evidence 8). They (THE MANAGER?) are expected to provide the overall structure and procedures to execute the bond over the coming five years. State Outlay funds have not been spent in a timely manner, but the Facilities Department will be reorganized by March 31, 2020, and the new organizational structure will include a Facilities Project Manager (Evidence 9). (Update)

EVIDENCE LIST:

1. Laney College Org Chart:
<https://web.peralta.edu/PCCDOrganizationalCharts/files/2017/10/Rev-March-2018-Laney-College-Org-Chart-2017-2018-organizational-chart.pdf>
2. Measure A Roadmap to the future: https://web.peralta.edu/measurea/files/2013/04/FINAL-6-23-09-Road_Map-to-the-Future-Capital-Bond-Program3.pdf
3. Measure G Facilities & Technology Plan: <https://web.peralta.edu/general-services/files/2019/02/BOT-March-13-FTMP-Update.pdf>
4. Merrill Cannon Contract: <https://go.boarddocs.com/ca/peralta/Board.nsf/Private?open&login#>
5. Funding Letter for Prop 39 funds: **Need to add.**
6. Organizational Chart (Centralized Model) for DGS: **Need to add.**

7. ALMA Strategies Contract:
<https://go.boarddocs.com/ca/peralta/Board.nsf/Private?open&login#>
8. AECOM Contract: Feb 4 BOT. **Need to add.**
9. New Organizational Chart of DGS: **Need to add.**

B. Physical Resources

*1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure **access, safety, security, and a healthful learning and working environment.***

EVIDENCE OF MEETING THE STANDARD

Access. The District is committed to maintaining access to all programs, courses, and services at all its locations. There is evidence that the District planned to address ADA concerns through the Measure A capital improvement bond (**Evidence 1: Link to Measure A spending plan**). One project example funded by Measure A is the Laney College Locker Room Modernization. This project will address inequitable access issues for students under Title IX. Specifically, the locker room does not provide equal access for men and women athletes both in numbers and features. An architect was hired to provide the “criteria” upon which “Design-Build Entities” (DBEs) will compete for the opportunity to complete the design and construct the work (**Evidence 2: Taylor Design contract**). In addition, a Construction Management firm was hired to manage the project (**Evidence 3: Swinerton contract**).

At Laney College, work related to an ADA accessibility lawsuit is nearing completion. The District was sued by a student due to lack of a chair lift in a music room and swimming pool, lack of properly functioning and blocked doors throughout the campus (related to door hardware and multiple non-functioning HVAC units), and lack of access to the Theater due to the availability of keys to operate the access lift. The District created an “ADA Strike Team” which included internal and external staff and a Construction Manager (**Evidence 4: Kitchell contract**) to complete the project. **The project is due to be complete on March 31, 2020. UPDATE IN APRIL**

A second ADA lawsuit was settled at Berkeley City College. This case arose from a student’s claim that parts of a building did not have equal access to all parts of the facility, including blocked doors and narrowed hallways. Issues included the poor placement of furniture, accessible furniture options in study areas for wheelchair-bound students, inadequate accessibility signage, insufficient clearances between bathroom fixtures and incorrect mounting heights for bathroom fixtures. An Architect was hired to prepare drawings to mitigate the issues (**Evidence 5: WLC contract**), and a Construction Management firm was hired to manage the project (**Evidence 6: KCEM contract**).

Is Merritt and COA ok? No access issues? What about the District?

Safety and Security. It is Peralta Community College District’s policy to maintain a safe and secure environment for its students, staff and visitors. The Security apparatus of the District includes three separate units that work together to create a comprehensive system of security. The units include sworn officers from the Alameda County Sheriff’s Office (ACSO), a private security company and the Student Safety Aide (SSA) program. The Student Safety Aides are often registered for the Merritt

College Criminal Justice Program, which specifically trains students to enter the field of criminal justice. (Evidence 7: Registration forms?).

The Governing Board renewed ACSO's contract through June 30, 2020 (Evidence 8: ACSO contract). The Board asked for a security review for the District, that would include Community members, in addition to internal staff and students, and a committee is now being formed. The Board approved a contract for a private security contractor, A-1 Protective Services, which went into effect in November 2019, with a transition period from the previous vendor to A-1 (Evidence 9: A-1 Security contract). As of January 4, 2020, A-1 is the private security company tasked with providing coverage when ACSO is not doing so.

To address safety issues related to facilities, the District has a work order system that reports issues to the DGS. The District then assigns a Facilities staff member to assess the issue. The Facilities and/or Business Manager at the Colleges oversee the Custodial staff and can address the issue directly. For issues that require a Maintenance Engineer or Grounds Crew, the Business Managers will reach out to DGS for help. A few years ago, there were many issues with the work order system.....is that all resolved?

Additionally, there are two committees formed to address security and safety issues Districtwide. The Health and Safety Committee meets once per month to address health related concerns at each campus (Evidence 10: Meeting agenda/notes). The committee is chaired by the District's Risk Manager, and includes the participation of Faculty, Staff and Administrators. Issues addressed are broad, and may include environmental issues, such as air quality, nighttime lighting and other concerns of Faculty and Staff.

The Safety and Security Committee also meets once per month and is chaired by the Vice Chancellor of the Department of General Services (Evidence 11: Meeting agenda/notes). The committee includes the District's Risk Manager, the College Business Managers from each of the four campuses, and representatives from the Sheriff's office and the private security company.

Finally, the Vice Chancellor of the Department of General Services (VC DGS), working with the Sheriff's Office and the District's Public Information Office, issues an annual Cleary Report. The report includes crime statistics for each of the colleges and is presented to the Board once per year (Evidence 12: Cleary report). The document is distributed in hard copy form to the campuses and is available on each of the campus' websites (Evidence 13: Link to website).

Health. The Risk and Safety Programs Manager at Peralta Community College District oversee institutional safety and compliance. The Office of Risk Management is charged with developing and implementing the District's risk management program in a manner that fulfills the mission and strategic goals of the organization while ensuring compliance with state and federal laws and accreditation standards related to safety and risk management. Additionally, this office is responsible for:

- procuring and maintaining liability, property and other appropriate insurance and self-insured programs;
- developing and implementing systems, policies and procedures for the identification, collection and analysis-of-risk related information;
- educating and training the leadership, staff and business associates as to the risk management program, and their respective responsibilities in carrying out the risk management program;
- leading, facilitating, and advising departments in designing their own departmental risk management programs;

- collecting, evaluating, and maintaining data concerning patient injuries, claims, worker’s compensation, and other risk-related data;
- investigating and analyzing root causes, patterns, or trends that could result in compensatory or sentinel events;
- identifying and implementing corrective action where appropriate;
- serving as the organization’s liaison to the insurance carrier;
- working with the General Counsel to coordinate the investigation, processing, and defense of claims against the organization; and
- actively participating in or facilitates committees related to risk management, safety, and quality improvement.

(Evidence 14: <https://web.peralta.edu/risk-management/>)

The Office of Risk Management also provides information and services to faculty, staff, and students regarding approved medical facilities in the local community, as well as instructions for workplace injuries through the “Company Nurse Injury Hotline.” As required under the California Code of Regulations Title 8, Chapter 4, Subchapter 7, Section 3203, the Injury & Illness Prevention Program (IIPP) provides the framework for the Peralta Community College District to ensure a safe and healthy work environment for all of its employees with the goal of eliminating occupational injuries and illnesses.

(Evidence 15: https://web.peralta.edu/risk-management/files/2011/08/Peralta_CCD_IIPP_Feb_2009.pdf)

Additionally, the Office of Risk Management oversees the PCCD Chemical Hygiene Plan, and, pursuant to the California Code of Regulations Title 8, Section 5194, the Hazard Communications Program, which complies with Federal and State Hazard Communication Regulations by providing employees who use, or who may be exposed to, hazardous substances the necessary information to safely work with those substances. (Evidence 16: <https://web.peralta.edu/risk-management/files/2014/11/PCCD-Hazard-Communications-Program-2014.pdf>)

ANALYSIS AND EVALUATION

Access. As evidenced by the two Americans with Disabilities Act (ADA) related lawsuits, the District must fundamentally change its monitoring of access challenges and perform corrective action in a timely manner. Each of the three facilities projects described in the “Evidence of Meeting the Standard” section were projects that languished far too long without action.

In the case of the Laney Locker Room, the Office of Civil Rights (OCR) complaint was originally filed in 2015, preceding the current Chancellor, President and Vice Chancellor. Little to no action was taken until the current College President began advocating for project timelines and an architect was hired to perform the design work. Shortly thereafter, a construction manager was hired to put together a plan and though the project is now on track, it will not open until December 2021, three years beyond the original deadline from OCR.

In the second example, a student filed a complaint with the Court on August 4, 2016, seeking corrective action on a classroom space that was inaccessible. Subsequently, the Court issued a Consent Decree and Order for Injunctive Relief on March 29, 2018. On May 31, 2019, the Court asked the President of the Board, the Acting Chancellor and the newly appointed Interim Vice Chancellor of DGS to attend a

court hearing along with the District's Defense Counsel. The Federal Judge informed the District that it was "technically" in contempt of court. However, the Judge stated that a contempt finding would not be useful, given that the new leadership was not responsible for the lack of progress. The Judge asked that District leadership negotiate a mutually agreeable plan with the plaintiff and execute the plan without further delay.

Working with defense counsel, DGS convened a "ADA Strike Team" and the Governing Board immediately supported a resolution making it easier to procure services to complete the work ([Evidence 17: Graydon Resolution](#); [Evidence 18: Kitchell "strike team" Contract](#)). As of this writing (January 2020), all but a door replacement project is complete, as this project was hampered by a severe construction labor shortage in the Bay Area. Moreover, the door issue was related to a poorly maintained HVAC system, which required a different set of contractors to resolve the issue. Thus, despite the District's initial lack of responsiveness, the current Executive Team has demonstrated its commitment to ensuring access to all facilities and effectively resolving all of the issues raised by the end of February 2020 ([Evidence 19, ACCO contract](#); [Evidence 20, Steve Ngo report](#)). Though progress has been steady, the District will be assessed a penalty for having to replace more doors and mechanical equipment than originally anticipated. This work will be completed by March 31, 2020 ([Evidence 21: Payne v. Peralta Court Filing](#)).

The ADA Strike Team was asked to simultaneously address a separate ADA lawsuit at Berkeley City College (BCC). The District's Defense Attorney was able to settle the case by demonstrating immediate action that included the BCC President and DGS. BCC's President revised BCC's Administrative Procedures (APs) to accommodate new signage and directed internal staff to move the furniture to meet current code ([Evidence 22, BCC APs](#)). This work was completed by December 31, 2019, as required by the legal settlement ([Evidence 23, Written Acknowledgement from Kitchell](#)). The Strike Team bid the first phase of work and the [Contract](#) was approved by the Board on January 21, 2020 ([Evidence 24, Board Approval](#)). Two additional phases of work will be completed before the end of September 2020. [Evidence here](#)

Going forward, Alliance Schools for Co-Op Insurance (ASCIP), the District's insurance carrier, agreed to help fund a comprehensive ADA transition plan, which will be managed by the newly hired measure G program manager ([Evidence 25, AECOM contract](#)). By March 31, 2020, the District will issue a Request for Proposal (RFP) for these services. [UPDATE IN APRIL](#) This program will provide a complete assessment of each of the District's four campuses, with a comprehensive list of mitigation measures to bring each campus into full compliance. In addition, each new capital project will be designed to current ADA code, thus addressing many site and internal issues with the old buildings being replaced. Though just beginning, the "bond spending plan" contemplates an aggressive schedule, with [anticipated](#) completion in five to six years ([Evidence 26, BSP v.5](#)).

Though the District has suffered from a lack of action and a sense of urgency previously, the new Administration is working diligently to ensure equitable access to Peralta's facilities.

Safety and Security. While the District has established a digital work order system, it has struggled to properly maintain the facilities for a variety of reasons. One issue is a lack of hiring for critical positions, including the Facilities Director, the Chief Engineer, the Director of Capital Projects, and Sustainability Manager. Moreover, the Vice Chancellor of Finance position is vacant and Vice Chancellor of DGS is interim (as are many members of the Executive team). Consequently, the lack of leadership, staffing

and funding has contributed to a culture of inaction, limiting the District's effectiveness. (Evidence 27, DW Facilities Committee Meeting Minutes).

Under the leadership of the new Chancellor and Interim Vice Chancellor DGS, significant progress has been made towards resolving many longstanding safety issues, including the following:

- Elevators: The Governing Board approved a three-year "gold star" (highest service level) maintenance contract [Evidence 28: KONE contract] for an elevator vendor and immediately developed a comprehensive maintenance and elevator upgrade plan for each campus and submitted to DGS. The completed work is described below:
 - Berkeley City College: Though the campus is only thirteen years old, two elevators were out of service for an extended period, including one that affected ADA access to the building. Both were repaired in June 2019. Of the three main elevators, one was recently shut down and damaged by the Berkeley Fire Department, but parts have been ordered and expected completion is March 31, 2020 (Evidence KONE contract 29).
UPDATE
 - Laney College: Two elevators required the replacement of hydraulic jacks. The elevator hydraulic jacks were replaced for the start of Spring Semester 2020 (Evidence 30, Kitchell meeting notes).
 - Laney Tower: An existing elevator project was not completed in a timely manner, but DGS has restarted the project. A vendor had been selected and ordered parts, but the project was on hold due to an overdue past due payment, lack of appropriate approval by the required agency (DSA), and lack of administrative oversight. While the District recently hired a Construction Manager (Evidence 31: Kitchell contract) to restart the project, previous contracts had expired, so the process of hiring architects and engineers will start by February 28, 2020. **UPDATE**
 - Merritt College: Two elevators require a hydraulic jack replacement, and the contracting process began February 28, 2020. The construction will begin on an upgrade to the elevators by June 1, 2020 (Evidence 32: KONE maintenance project list and proposal).
 - College of Alameda (COA): COA's elevators are included in the maintenance report with projects expected to be completed by the end of this calendar year. These projects were deemed less critical, so will be addressed during winter break, December 2020.
- Fire Alarm system: The Oakland Fire Department placed Laney College campus on "fire watch" due to a broken fire alarm system campus wide. In addition, five (5) buildings at Merritt College were also placed on fire watch. Though the District has demanded action from their fire alarm vendor, the vendor was slow to perform. After multiple attempts to gain a response from the appropriate level in the vendor's organizational hierarchy, the District recently began working with the vendor's Regional Manager and an organizational chart was prepared by the vendor (Evidence 33, Org chart). The Fire Department and District expect a specific plan to mitigate each problem.
- Emergency Blue light phones: Blue light phones are "emergency" devices that call the Sheriff's dispatch at the touch of a button. They are placed in areas of the campuses that are perceived as isolated. The first phase of the replacement project is nearing completion, with final electrical connectivity issues being resolved at Merritt College (Evidence 34: SMC meeting notes). The phase 2 design process is expected to begin by March 31, 2020. **Update**
- Exterior parking lot lighting at Laney College: The entire lighting grid for the main student parking lot at Laney College parking lot stopped working in December 2019. The problem was diagnosed as a damaged underground conduit, which was replaced. The Construction Manager

is now replacing burned out bulbs and upgrading the lights where possible ([Evidence 35: SMC meeting notes](#)). This project will be completed by March 31, 2020. [Update](#)

- Security Camera Upgrade: Over 30% of the cameras in the District's security camera network on each College were not [working and entailed](#) full replacement of the "head end," the servers that are the "brains" of the system. The District completed this phase, and is now diagnosing whether specific cameras are in service ([Evidence 36: Email from Antoine to me](#))

Additionally, to improve the safety and security of the District, [College](#) specific issues being addressed include the following:

- College of Alameda (COA): Beginning in November 2019, bathrooms were vandalized and drug paraphernalia was found. [COA viewed this](#) issue as an opportunity to renovate the bathrooms and an architect is being hired. The private security company is now monitoring these areas, as the vandal seems to track the Sheriff's hours. A renovated security camera system returned to service in [January 2020](#) (as noted separately), which will result in more effective monitoring of these spaces. ([Evidence 37: could be a work order or similar document noting date of project completion.](#))
- Merritt College: The interim Vice Chancellor approved overtime hours for ACSO to provide crowd control services on July 4th in parking lot B, a popular gathering place to watch fireworks. The local HOA requested this service and are quite pleased by the high level of service provided by ACSO and the responsiveness by the District ([Evidence 38: HOA email to Chancellor](#)).
- Laney College: The Building Efficiency for a Sustainable Tomorrow (BEST) Center on 10th Avenue is in the close out phase at the Department of the State Architect (DSA) and remains unoccupied. The building has been vandalized repeatedly, to include broken windows and doors, as well as graffiti. The District is now installing a fence around the project to discourage future acts of vandalism and is working with the architect to close out the project so that the building may be occupied ([Evidence 39: FLAD contract](#)).
- Berkeley City College: Though this campus (a single five story high rise) is only thirteen years old, the front doors have worn out due to the high level of use of this urban building. The doors will be replaced, and the design is complete ([Evidence 40: Taylor Architects contract](#)). The project will be submitted to the [Department of the State Architect for review by March 1, 2020--
UPDATE](#) and the project will go out to bid by July 2020.

Security. Both ACSO and A-1 are under contract through June 30, 2020. In the case of ACSO, the one-year contract will expire, so it is imperative that the ACSO contract be extended. However, the Board requested that ACSO meet certain conditions before a long term (3 year) contract would be approved. The areas in need of improvement include:

- cultural competency training;
- listening sessions with PCCD students on all four campuses;
- utilization of trained social service workers as an additional resource, modelled on a program in Eugene, Oregon; and,
- demonstration that officers understand the needs of the students of PCCD.

ACSO has completed all but the cultural competency training. By June 2020, assuming all of requirements have been completed, staff will recommend a three-year contract for ACSO.

The District's Safety and Risk Manager, the Vice Chancellor of DGS, and the Business Managers of each of the four Colleges meet monthly (in two separate sessions) to discuss security and safety issues (**Evidence 41: agendas and minutes from Safety meetings**). These meetings provide the opportunity for the campus business managers, ACSO and A-1, to exchange information, hear concerns, report on campus-based challenges, and determine key actions to address these issues.

DGS has historically been slow to respond to issues. In order to increase responsiveness and accountability, DGS is being reorganized. The goal is to enhance accountability by creating a centralized system with a clear chain of command. The centralized model was presented to the Chancellor for input, and implementation will begin before February 28, 2020 (**Evidence 42: Org Chart**). The new organizational structure should position the District to better react to the many facility challenges that exist. For example, under the previous organizational structure, the facility engineers and groundskeepers did not report to the campus-based Facility Directors. The Campus Facility Directors were required to reach out to central services, rather than speak directly to a campus engineer or groundskeeper to address a problem.

Health.

The Risk Management team is part of the Human Resources organization and procure the appropriate insurance and self-insurance programs for the District. They have developed and implemented systems, policies and procedures for the identification, collection and analysis-of-risk related information.

Additionally, the Risk Management team works closely with the District's insurance carrier to develop programs to educate and train the leadership, staff and business associates in various risk management programs, and their respective responsibilities in carrying out the risk management program on a regular basis (**Evidence 43: sign in sheets for various training sessions**). As the new Capital Projects Bond program begins, they will also be responsible for seeking a self-insurance program, and will assist in leading, facilitating, and advising DGS in designing their own departmental risk management program.

Moreover, the Risk Management team also collects, evaluates, and maintains data concerning patient injuries, claims, worker's compensation, and other risk-related data and investigate and analyze root causes, patterns, or trends that could result in compensatory or sentinel events. They identify and implement corrective action where appropriate and serve as the organization's liaison to the insurance carrier (**Evidence 44: Standardized form?**).

The Risk Management team is also tasked with working with the General Counsel to coordinate the investigation, processing, and defense of claims against the organization, and actively participate in or facilitate committee work related to risk management, safety, and quality improvement (**Evidence 45: Agenda and meeting minutes from Safety Committee**).

EVIDENCE

1. Measure A Bond Spending Plan (pages 27, 30 and 33):
2. Taylor Design contract – Laney Locker Room contract
3. Swinerton Management and Consulting contract
4. Kitchell contract – strike team contract
5. WLC contract – BCC ADA mitigation contract
6. Kitchell contract – strike team contract
7. Student Safety Aides – Registration form (proof that it's a Faculty run program)
8. ACSO contract renewal

9. A-1 Protective Services contract
10. Safety and Security Committee – Meeting agenda and notes
11. Safety and Security Committee – Meeting agenda and notes
12. Clery report
13. Link to Safety report on campus website
14. Evidence 14: <https://web.peralta.edu/risk-management/>
15. Evidence 15: https://web.peralta.edu/risk-management/files/2011/08/Peralta_CCD_IIPP_Feb_2009.pdf
16. Evidence 16: <https://web.peralta.edu/risk-management/files/2014/11/PCCD-Hazard-Communications-Program-2014.pdf>
17. Evidence 17: Graydon Resolution;
18. Evidence 18: Kitchell “strike team” Contract
19. Evidence 19, ACCO contract;
20. Evidence 20, Steve Ngo report
21. Evidence 21: *Payne v. Peralta* Court Filing
22. Evidence 22, BCC APs
23. Evidence 23, Written Acknowledgement from Kitchell
24. Evidence 24, Board Approval
25. Evidence 25, AECOM contract
26. Evidence 26, BSP v.5
27. Evidence 27, DW Facilities Committee Meeting Minutes
28. Evidence 28: KONE contract
29. Evidence KONE contract 29
30. Evidence 30, Kitchell meeting notes
31. Evidence 31: Kitchell contract
32. Evidence 32: KONE maintenance project list and proposal
33. Evidence 33, Org chart DGS
34. Evidence 34: SMC meeting notes
35. Evidence 35: SMC meeting notes
36. Evidence 36: Email from Antoine to me
37. Evidence 37: could be a work order or similar document noting date of project completion.)
38. Evidence 38: HOA email to Chancellor
39. Evidence 39: FLAD contract
40. Evidence 40: Taylor Architects contract
41. Evidence 41: agendas and minutes from Safety meetings
42. Evidence 42: Org Chart
43. Evidence 43: sign in sheets for various training sessions
44. Evidence 44: Standardized form?
45. Evidence 45: Agenda and meeting minutes from Safety Committee

Section IIIB – 2

*The institution **plans**, acquires or **builds**, maintains, and **upgrades** or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.*

EVIDENCE OF MEETING THE STANDARD

Planning for the provision of safe and sufficient physical resources to support programs and services is encompassed within the four Colleges' *Education Master Plans* (EMP's), which were developed in 2016. A revision is forthcoming in 2021, and the District has started work on a new **Strategic Plan (Evidence 46: Contract with Dian)**. The document defines the goals and objectives for the District and provides guiding principles for facilities planning. For example, the Laney College five-year goal includes goal 3, "make all facilities clean, safe, functioning, well-equipped and attractive" (**Evidence 47: link to Laney website** **Linking to a Website is not necessary and generally takes up too much "space" to send electronically. Instead, you need to cite specific evidence to support your statement. The ACCJC team will go to any of our websites for additional information if they need it.** <https://laney.edu/educational-master-plan/wp-content/uploads/sites/196/2016/04/LC-EMP-Final-002.pdf>). In the past, this issue was challenging, but with the passage of measure G, the District's \$800M **Capital Project Improvement Bond**, there are funds available to significantly improve the campuses.

The 2017 *Facilities Technology Master Plan* (FTMP), which the Governing Board approved on March 13, 2018, articulates a set of Facilities and Technology projects needed to meet the goals set forth in the Educational Master Plans created by the Colleges. (**Evidence 48: Link to FTMP**) The goal is to ensure that programs, services, and learning facilities are adequately provided for and maintained. Key drivers for this Plan include:

- needs arising from each College's 2016 Educational Master Plan;
- the need to increase student success, retention, transfer and completion;
- the need to address 21st Century teaching and learning pedagogies;
- the need to increase the recruitment and retention of faculty;
- facilities improvement needs arising out of the existing facilities condition assessments at all District sites; and,
- the need for new and improved spaces such as libraries, classroom lecture and laboratory spaces that meet the latest in teaching methodologies at the Colleges.

The FTMP serves as a framework for the growth and transformation necessary for the institution for the long term, and contemplates the replacement of older, end of life, facilities. As teaching has evolved, new facilities will provide for innovative technologies and learning environments will prepare the students and workers of tomorrow. The plan is aligned with the salient priorities of the region in terms of workforce needs and the new State of California energy standards. (**Evidence 49: FTMP and Ed plan links**) Updates to both the EMP and FMP are tied to instructional needs, as demonstrated by facilities projects affecting nearly every discipline and at each campus.

Despite significant turnover of the Executive Administration in the District office, the 2017 *Facilities Technology Master Plan* was developed through a governance process that included input from key stakeholders and was adequately vetted by the District's Facilities Committee. Stakeholder participation and involvement occurred throughout the process and included input from students, faculty, staff, Facilities & Maintenance, Administration, and the Chancellor (**Evidence 50: meeting minutes of DFC**).

Moreover, in terms of facility planning, the District engages in two levels of facilities planning: long-term planning which results in updates to the *Facility Master Plan*, and short-term planning, which occurs on a continuous basis and identifies new needs that require near-term action. DGS regularly meets with the construction management teams (**Evidence 51: CM meeting notes**) and reports to and regularly meets with the Chancellor to ensure that projects are on time and on budget (**Evidence 52: Teams website link**). As Measure G plans develop, regular meetings will be established between the leadership

of each campus and appropriate staff at DGS. The Chancellor provides a weekly update to the Board, which includes DGS items ([Evidence 53: is “Peralta Gems”](#)).

As required per Proposition 39, the District has a Citizen’s Bond Oversight Committee (CBOC) that has just been convened for Measure G ([Evidence 54: Board approval of new members](#)). The CBOC will meet quarterly to receive updates on projects and will review the expenditure of bond funds. Project status of various facility improvements will be shared with the CBOC during meetings, and other areas of interest will be shared. As is required by Proposition 39, the CBOC will be expected to provide the Board of Trustees with an annual report.

In addition to the FTMP, the 5-year *Capital Outlay Plan* identifies and is used to prioritize projects that may be eligible for additional State funding ([Evidence 55: Link to 5-year Cap Outlay plan](#)). The plan is correlated with the static FTMP and is presented to the District’s Facilities Committee for input. The projects identified in the Capital Outlay Plan require the preparation of a two-step proposal process in order to move forward. These proposals are known as the “Initial Project Plan” (IPP) and the “Final Project Plan” (FPP), and are submitted annually to the State. Peralta has been quite successful in receiving additional State funds ([Evidence 56: 5 project letters](#)) and has hired two specialty consultants to assist in preparing proposals ([Evidence 57: ALMA contract](#); [Evidence 58: Merrill Cannon’s contract](#))

Shorter term operational and tactical “ground-level” projects which assist in continuing the daily functionality of campus facilities, are based on a rolling five-year *Scheduled Maintenance & Special Repairs (SMSR) Plan* identified by the campus-based Facility Directors. Funding is provided by the State, and additional funds (known as “infrastructure improvement projects”) have been earmarked from Measure G ([Evidence 59: Bond Spending Plan v.5](#)). Both the 5-year Capital Outlay Plan and the 5-year SMSR are informed primarily by the Campus Facility Directors and data from the College’s maintenance work order system.

In addition to the aforementioned plans, the District’s overall mechanical and electrical infrastructure are in need of replacement. Through a combination of scheduled maintenance, redevelopment and Bond funds, the electrical power and heating, ventilation and air conditioning (HVAC) systems have been and continue to be replaced or improved. ([Evidence 60: ACCO contract](#); [Evidence 61: Rosendin contract](#)).

ANALYSIS AND EVALUATION

The planning process generated a FTMP that was adequate for creating a basis for the passage of Measure G. However, the plan needs updating and would benefit from data regarding the size and utilization of facility spaces. To assist with that task, a consultant has been hired to perform a data driven space utilization study ([Evidence 62: ALMA contract](#)) at Berkeley City College. The District’s newly hired Measure G Program Management Team will manage a study to ensure that classrooms and laboratories are adequately utilized. The study will also evaluate whether technical spaces that require specialty teaching equipment, such as Science labs, are prioritized and replaced in a timely manner ([Evidence 63: AECOM contract](#)). Other planning efforts managed by AECOM will include the creation of a Districtwide sustainability plan, which was started, but not brought to completion. The goal is to lower energy costs by leveraging capital improvement funds. Measure G funding will provide solar photovoltaics, grey water systems, underground geothermal heat exchange systems, and other infrastructure that will lower the cost of utilities to the District. ([Evidence 64: AECOM contract](#)).

The next step in the implementation of the Measure G Bond is to create a Bond Spending Plan (BSP) that will be presented and approved by the Governing Board. The emphasis will be placed on health and safety projects, energy projects, infrastructure upgrades, and building replacement projects. The draft BSP has been presented to a number of committees to date, including the Districtwide Facilities Committee, the Laney and Berkeley City College Councils, and the Citizens' Bond Oversight Committee (**Evidence 65: Minutes if available from colleges, DGS doesn't take minutes of meetings they don't set the agenda for**). Additionally, the overall program schedule has been reviewed by the District's newly hired Program Manager and the schedule and cash flow document has been presented to the Financial Advisors that are assisting the District with the bond sale (**Evidence 66: Schedules and Cash Flow documents presented to Vincent and team**).

In addition to the BSP, other planning documents will be created, revised and updated by the Program Manager by June 30, 2020. Those documents include:

- Accessibility Transition Plan (see Accessibility section of this report for date);
- Sustainability Guidelines (Program Manager will begin development process once PO is dispatched in mid-February 2020)
- District Standards (WLC Architects currently in progress);
- Infrastructure capacity and condition assessments;
- Signage and Wayfinding Master Plan;
- Security and Technology Standards (revision); and,
- Work Order Ticketing.

In the area of sustainability, funding was established from Proposition 39 over five years ago as an incentive for California Community Colleges to lower their energy use. Due to organizational challenges and leadership turnover at the District, Peralta did not spend the \$1.5M allocated to it before the end of the program in FY 2018-19. Instead of taking the unused funds, the State Chancellor's Office will allow the District to spend the funding before September 30, 2020. The task was assigned to a construction manager (**Evidence 67: KCEM contract**), and working with the Statewide Coordinator of PGE's CCC-IOU program and other facility leaders in the Community College District, a "quick-start" program has been conceived of, so that the District may take advantage of the funding (**Evidence 68: Contract for GonLED assessment phase**).

Community members' feedback has been positive around creating and implementing a comprehensive sustainability master plan. In 2017, the District initiated the development of a Sustainability and Resiliency Master Plan with the overarching goal of improving the District's capacity to provide sustainability education, lowering operating costs, provide a healthy environment, and educating a generation of environmentally conscious citizens. However, the **Plan** was never approved or implemented (**Evidence 69: previous Sust. Plan**). https://web.peralta.edu/files/2017/09/Sustainability-Webinar_9_4_17.pdf). The new Program Manager for Measure G will be tasked with reviewing and revising the existing plan, as well as guide its approval and implementation (**Evidence 70: AECOM contract**). Individual (one off) sustainability projects have been completed, however. For example, pool covers were recently installed at Laney College (**Evidence 71: Contract with Kitchell for installation**). A wireless HVAC control system is being piloted at College of Alameda's Aviation Center (**Evidence 72: Email from Curtis Tod**). If successful, a simple control unit would be available to every HVAC unit in the District, providing additional control and savings in energy use.

The District has initiated discussion at the District Facilities Committee around the construction of photovoltaic solar fields. In addition to energy savings, the photovoltaics would reduce energy costs for each campus, provide shade for cars during the day, and significantly improve night lighting under the new parking canopies. VC DGS presented the idea to the Chancellor's Executive Cabinet on January 13, 2020, and the issues were discussed and well received. The Cabinet supported the construction of photovoltaic solar fields in existing parking lots at the Colleges, specifically parking lot B at Laney, parking lot B at Merritt, and parking lots A, B and/or C, at COA ([Evidence 72: Chancellor's Cabinet Meeting Notes from Jan 13, 2020](#)).

Regarding ongoing preventative maintenance, the District has engaged in the following: At Laney College, the Building B Transformer exploded in April 2019, and was completely replaced by November 2019 ([Evidence 73: Rosendin contract](#)). Additional electrical work was completed in January 2020, fully replacing the underground wires that feed the main student and faculty parking lot, to the south of the campus ([Evidence 74: Rosendin contract](#)). The procurement of temporary generators allowed both projects to be managed in a manner that prevented class time from being lost.

Laney College also has a popular lap pool, and the filtering system was partially replaced, but not completed. This project was started and stopped due to turn over in the management, but another vendor was recently hired to manage the completion of this project and is in the process of hiring a design and construction team. This project should be complete by August 2020 ([Evidence 75: Kitchell and pool vendor contracts](#)). As part of the *Payne v. Peralta* settlement mentioned in the "Access" section, exterior doors were difficult to open. They were impacted by severely dirty air vents, which caused the HVAC units to strain, thus creating a vacuum effect. Part of the solution was to clean and tune up the HVAC systems, which will also improve indoor air quality.

At the College of Alameda, a break in the main electrical wiring feeding the campus was discovered in August 2019, just before the start of class. A generator was leased so that classes would begin on time, and the issue was diagnosed. The work was completed by December 2019 (Evidence: Rosendin contract). The HVAC system at 860 Atlantic (an adjunct teaching site, near the College of Alameda) will be replaced in the coming months. The District has hired a construction manager and a contractor and design work is currently underway. [\(Update\)](#)(Evidence: Roebelen and A&B Mech contracts).

At Merritt College, the main transformer is located below ground in an electrical vault. However, this vault has shown signs of water intrusion, and the District plans to relocate the transformer in the coming year with the help of Bond (Measure G) funds. Additionally, a fire clearance project is currently underway, with brush removal and removal of dry trees. Large trees were removed that posed a fire threat to the campus and surrounding community, and an underbrush clearance project is underway (Evidence: Elite Tree contract evidence contract).

EVIDENCE:

46. [Evidence 46: Contract with Dian](#)
47. [Evidence 47: <https://laney.edu/educational-master-plan/wp-content/uploads/sites/196/2016/04/LC-EMP-Final-002.pdf>](#)
48. [Evidence 48: Link to FTMP](#)
49. [Evidence 49: FTMP and Ed plan links](#)
50. [Evidence 50: meeting minutes of DFC](#)
51. [Evidence 51: CM meeting notes](#)
52. [Evidence 52: Teams website link](#)

53. Evidence 53: is "Peralta Gems"
54. Evidence 54: Board approval of new members
55. Evidence 55: Link to 5-year Cap Outlay plan
56. Evidence 56: 5 project letters
57. Evidence 57: ALMA contract
58. Evidence 58: Merrill Cannon's contract
59. Evidence 59: Bond Spending Plan v.5
60. Evidence 60: ACCO contract
61. Evidence 61: Rosendin contract
62. Evidence 62: ALMA contract
63. Evidence 63: AECOM contract
64. Evidence 64: AECOM contract
65. Evidence 65: Minutes if available from colleges, DGS doesn't take minutes of meetings they don't set the agenda for
66. Evidence 66: Schedules and Cash Flow documents presented to Vincent and team
67. Evidence 67: KCEM contract
68. Evidence 68: Contract for GonLED assessment phase
69. Evidence 69: https://web.peralta.edu/files/2017/09/Sustainability-Webinar_9_4_17.pdf
70. Evidence 70: AECOM contract
71. Evidence 71: Contract with Kitchell for installation
72. Evidence 72: Chancellor's Cabinet Meeting Notes
73. Evidence 73: Rosendin contract
74. Evidence 74: Rosendin contract
75. Evidence 75: Kitchell and pool vendor contracts

Section IIIB - 3

*To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and **evaluates** its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

EVIDENCE OF MEETING THE STANDARD

(The following sentence needs to be rewritten as it is not clear to the reader as to the intent....esp. "high level of Executive leadership") The Peralta Community College District has struggled to engage in comprehensive master planning due to a high level of Executive level leadership and an ineffective re-organization that created more challenges than it resolved. The organizational chart was not clear, and the lack of clarity led to confusion about leadership and accountability (**Evidence 76, existing Org Chart**). The Vice-Chancellor and Chancellor are in the process of reorganizing DGS, specifically to centralize services, which will have the benefit of clear reporting lines, consistent processes, and cost efficiency and less redundancy in the number of staff positions required. Once this reorganization is completed, **the Facilities and Technology Master Plans may** be updated and steps taken to implement them. Ideally, these Plans will guide the acquisition, construction, and renovation of District facilities on an ongoing basis. District and College leadership, working with DGS, will be able to respond to new programming opportunities, external mandates, and unforeseen challenges or concerns. (**EVIDENCE NEEDED HERE**)

Taking space utilization data and projected programmatic needs into account, the **Five-Year** Capital Outlay Plan outlines plans for new and replacement buildings, including state-funded projects and those

funded by local bonds, Measures A and G. All building plans include numerous assessments analyzing and planning for impacts on noise, traffic, and other considerations ([Evidence 77: CEQA documentation](#)).

As mentioned earlier in this report, the District will complete a comprehensive *ADA Transition Plan*, a document that identifies repairs and upgrades needed to clear paths of travel for ADA compliance at each campus. Once a vendor is selected, the assessment, mitigation, identification and the creation of a “live” database will provide the District with an ADA project tracking database. In addition, site areas immediately surrounding all newly constructed bond projects are upgraded to ADA standards as a part of each project. [\(I am not sure I understand how this works\)](#)

A multi-year Scheduled Maintenance plan will be developed by a newly hired Director of Facilities. The Director will work with the newly hired measure G program manager in defining capital projects that will improve the maintenance and operation of each building. This activity is one of the program manager’s start up activities ([Evidence 78, AECOM Contract](#)). The plan will identify the repair and maintenance needs for roofs, utilities, mechanical, and exterior features on all campuses. The Report will list eligible categories and includes hazardous material removal such as lead, asbestos, and chemicals, with additional funding from the state. The College will submit this plan every year through FUSION to secure maintenance and repair funds from the Chancellor’s Office ([Evidence 79: the most recently submitted plan, and/or Scheduled Maintenance Funds](#)). This program will interface with the existing work order system to ensure the regular and timely scheduling of routine maintenance. As an aside, the District is exploring alternative work order systems that are common in the Community Colleges in California. It should be noted, however, that for the past three years, the District has been ineffective in spending scheduled maintenance funds from the State and is now at risk of losing future funding. DGS is now working with the Finance Team to identify unspent funds and new projects are being identified.

The District has been quite successful in obtaining State Capital outlay funding for three of four campuses. Berkeley City College, being only thirteen years old, does not readily qualify for State capital improvement funding. However, greatly needed funding has been obtained for five projects across the District ([Evidence 80, Award letter from State](#)). The projects are as follows:

- Laney College Learning Resource Center (\$74.883M): A new state of the art Learning Resource Center that will replace the existing Library;
- Laney College Theater Modernization (\$26.152M): A much needed ADA and back of house modernization that will significantly improve the access throughout the building;
- Merritt College Child Development Center (\$19.726M): The CDC features learning laboratories for students interested in teaching and caring for young children, as well as a daycare for employees and members of the community;
- Merritt College Horticulture Center (\$22.256M): A full replacement project for a popular program, both with students and with the community; and,
- College of Alameda Auto and Diesel Technology Center (\$33.294M): Replacement of two separated programs, bringing them both under one roof, and creating a state-of-the-art facility to teach students new auto and diesel technology and repair.

In addition, the District expects to receive funding for the College of Alameda Aviation Center (\$28.800M), a highly impacted program, with a course wait list ([Evidence 81: Waiting list from COA](#)) The project also received a Federal grant in the amount of \$3M ([Evidence 82, Grant award](#)). The new teaching site will expand the existing Aviation maintenance facility at the Oakland Airport. The District also has first stage submittals for an additional project at Merritt College, a Gymnasium Replacement,

and is considering additional applications for the College of Alameda Student Center and Laney College's Science program ([Evidence 83, three IPP submittals](#)).

ANALYSIS AND EVALUATION

Though regular inspections of the facilities are not occurring, it is anticipated that post re-organization, the District will be better positioned to proactively assess and correct facility deficits. A new asset tagging system will be implemented in the Warehouse, by the recently hired Director of Purchasing ([Evidence 84, Board approval of new staff](#)). The Purchasing Department has been without a leader for over a year, with the expected decline in regular and proper reporting.

Facilities Program Reviews will be established once the re-organization is complete and will be the responsibility of the Director of Facilities. Site Managers will be tasked with reviewing their Engineering, Grounds, Custodial and Security staff to ascertain the level of service that may be provided. The number of maintenance crews will be compared to APPA standards, a common metric in facilities management. Current staffing levels suggest that the District is falling short in staffing and can only provide service quality near the bottom of the rating system, considered rating level 5, or "crisis response" ([Evidence 85: is web link to APPA ratings](#)). While the reorganization is budget neutral, the District plans to increase funds for maintenance and operations in the coming years. The goal is improved staffing levels to mid-APPA rating level 3, or "managed care," a standard commonly found in Community Colleges in California. Current staffing levels are approximately 67% of APPA level 3 ([Evidence 86: Sharon's spreadsheet](#)).

EVIDENCE:

76. [Evidence 76, existing Org Chart](#)
77. [Evidence 77: CEQA documentation](#)
78. [Evidence 78, AECOM Contract](#)
79. [Evidence 79: the most recently submitted plan, and/or Scheduled Maintenance Funds](#)
80. [Evidence 80, Award letter from State](#)
81. [Evidence 81: Waiting list from COA](#)
82. [Evidence 82, Grant award](#)
83. [Evidence 83, three IPP submittals](#)
84. [Evidence 84, Board approval of new staff](#)
85. [Evidence 85: is web link to APPA ratings](#)
86. [Evidence 86, Sharon's spreadsheet](#)

Section IIIB - 4

*Long-range capital plans support institutional improvement goals and reflect projections of the **total cost of ownership** of new facilities and equipment.*

EVIDENCE OF MEETING THE STANDARD

The passage of three facilities bonds in the last few decades, have supported the construction of new facilities at three of the four campus sites. Under Measure E, projects included a new downtown campus (a single building high rise) for Berkeley City College. Under Measure A, Building S (Science) was

constructed at Merritt College, and the new Center for Liberal Arts (NCLA) is currently in construction at the College of Alameda ([Evidence 87: photos of projects?](#)). The challenge for the District is in the ongoing maintenance of each new project, especially when enrollment is declining, and new funding is not available to maintain the buildings. As such, it is crucial for the Colleges to understand and budget for its facility operations.

The reorganization of DGS is the first step towards better positioning staff to properly maintain each building. In addition, the District neglected to recognize and address the true cost of operating its buildings. For example, when Merritt College's Building S was completed, Building D should have been demolished to keep the overall square footage on campus the same. **Instead, Building D** was rented to two charter schools, and the ongoing maintenance includes an elevator, roof and HVAC equipment replacement. Funds are not available to address those issues. The Board-approved rental rates cover custodial, grounds and general support services, but due to the age and condition of the buildings, the rate is not sufficient to cover the replacement of roofs, elevators and other major infrastructure repair ([Evidence 88: KONE proposal](#)).

In 2016 the District developed Total Cost of Ownership (TCO) Guidelines, which were developed in consultation with each of the four Colleges, reviewed by the PBIM District Facilities Committee (DFC) on May 2, 2016 and by the PBC on May 27, 2016. These TCO Guidelines were a revision of the 2015 PCCD TCO Action Plan. Throughout Summer 2016, the draft was revised and refined, and a final draft version presented at the August 2016 Flex Day. The District Facilities Committee (DFC) adopted this plan at its September 2016 meeting. [[Evidence 89: f Flex presentation document & minutes of September 2016 DFC meeting.](#)]

The Total Cost of Ownership Guidelines established the fundamentals for estimating the TCO for existing and new facilities and equipment at each College and the District Administrative Center (DAC), including:

1. a common methodology to evaluate maintenance and operations' needs for existing and proposed facilities and equipment;
2. utilization of data from District/College Facility Condition Assessment (FCA) drawn from the State Community College Chancellor's Office reporting system known as FUSION (Facilities Utilization, Space Inventory Options Net);
3. the continued development of processes for the ongoing evaluation of the status of facilities and instructional equipment;
4. consciously attending to and effectively implementing the overarching goal of "assuring safe and sufficient physical resources for students, faculty, and staff;" and,
5. close collaboration between the District's Service Centers (District General Services, Information Technology, and Finance and Administration), with the Colleges.

In 2017, the District developed a plan to ensure that long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment ([Evidence 90: Rec. 3 2017 Plan](#)). Action items and timelines in this plan included the following: **One question is whether or not the following list was implemented as scheduled...was everything accomplished as planned. For example, could you document the College Forums (number 6 below) if asked to do so**

1. College Facilities' Committees continue to work with DGS to develop lists of facilities scheduled maintenance needs (Timeline February 2017 through May 2018);
2. Continue to revise Total Cost of Ownership (TCO) Guidelines (Timeline January 2017 – November 2017);

3. Design and implement a survey and/or convene focus groups to evaluate Maintenance Connection software with “end users;” Implement revisions to improve present system, if needed. (Timeline June 2017 – September 2017);
4. Continue to provide Safety Training for Campus Safety Aides, Engineering Staff, Grounds Staff, Custodial Staff, examine resources needed to achieve level of safety, including “Mass Notification Emergency Alert System” using Black Board Connect; examine relevant suggestions to improve training. (Timeline Fall 2016, Spring 2017, Fall 2017);
5. Design and implement survey to assess if College Business Offices are in receipt of Instructional Improvement Funds in a manner that facilitates planning; examine need to include optional resources for Instructional Equipment acquisition; create and implement a plan to refine the process, if needed. (Timeline June 2017 – September 2017);
6. Ensure collaboration between Colleges and District regarding the design and implementation of the new Integrated Educational Facilities & Technology Master Plan (IEFTMP); Host College Forums to discuss the IEFTMP progress (Q&A sessions); conduct surveys, etc. (as needed) to ensure broad dialogue and alignment of College/District Strategic Goals & Objectives; Integrate the new IEFTMP Plan with the Sustainability Master Plans. (January 2017 – December 2018); and,
7. DGS, in collaboration with the DFC, will continue to utilize the recommendations from the 2016 Facilities Condition Assessment (FCA) as a guideline for data-driven decision (Timeline January 2017 – May 2018).

ANALYSIS AND EVALUATION

The Total Cost of Ownership guidelines provided a basis for creating a data driven approach to facilities, and the 2017 plan (based on the guidelines) provided goals and an implementation schedule. The schedule called for the continued development of the guidelines, suggested multiple surveys to gain constituent input, and sought additional collaboration between DGS and the four colleges.

Unfortunately, only two (2) of the seven (7) goals were implemented, and none of the scheduled milestones was met. Status of the goals is as follows:

1. There is no evidence that further development of the College Facilities’ Committee project lists for scheduled maintenance was created. Furthermore, funding from the State Scheduled Maintenance Funds were received annually between 2017 and 2019 and were unspent;
2. There is no evidence that DGS or the Colleges furthered the Total Cost of Ownership (TCO) Guidelines;
3. There is no evidence that DGS or the Colleges designed or implemented a survey (or convened focus groups) to evaluate Maintenance Connection software with the “end users,” or implemented revisions to improve the present system; **There was a Survey and responses to the Survey....Rosemary V. should have the evidence and/or DGS Minutes**
4. There is evidence that the District continues to provide appropriate training. Merritt College’s **Justice Program** faculty continue to provide twice yearly safety training for the students in the Campus Safety Aide program (**Evidence 91: training documents from faculty member Margaret Dixon**). There is evidence that Risk Management continued to train Engineering Staff, Grounds Staff, and Custodial Staff in various trainings to improve safety (**Evidence 92: Training sign in sheets**). Furthermore, IT and Risk Management were able to implement the “Mass Notification Emergency Alert System” using Black Board Connect (**Evidence 93: District website link encouraging students to sign up and app store link**);

5. There is no evidence that the District designed or implemented a survey to assess if College Business Offices were in receipt of Instructional Improvement Funds in a manner that facilitates planning. However, there is evidence that the District received those funds (**Evidence 94: letter from State**). Furthermore, there is no evidence that the District actively examined optional sources for Instructional Equipment acquisition, though Measure G will fulfill some of the needs. Finally, there is no evidence that the District created and implemented a plan to refine the process.
6. There is evidence that DGS is collaborating with the Colleges on the development and implementation of the Educational Facilities and Technology Master Plan (FTMP). The Bond Spending Plan (BSP) is directly linked to the FTMP (**Evidence 95: BSP v.5**). The BSP has been developed in consultation with the District Facilities Committee, and presented to the College Council at BCC and Laney College, as well as at the Flex Day presentation at Laney College (**Evidence 96: Meeting notes from College Council and Flex Day**). DGS is currently scheduling a set of College Forums to discuss FTMP progress (Q&A sessions) and will conduct surveys as needed to ensure a broad dialogue and alignment of College/District Strategic Goals & Objectives (**Evidence 97: Meeting notes from post Cabinet meeting on Feb 10**). Once the new FTMP plan begins implementation, it will be linked with the Sustainability Master Plan, which will be written by the Program Management team (**Evidence 98: AECOM contract**). In all cases, the deadlines of January 2017 – December 2018 was not met, but the presentation activities will be completed by March 31, 2020 and the Sustainability plans will be completed by June 2020.
Update after March
7. There is no evidence that DGS collaborated with the DFC to create a comprehensive facilities assessment, nor was the 2016 Facilities Condition Assessment (**Evidence 99: Rec. 3 2017 Plan**) used as a guideline for data-driven decision making, as was suggested in the plan.

Going forward, the Chancellor has directed DGS to work with the Program Management team to revise the existing Total Cost of Ownership goals and schedule, anticipating that the District’s new leadership will execute. Additionally, DGS has hired a consultant (Evidence 99a: ALMA Strategies contract) to provide a facilities utilization study for each campus, to increase the validity of the projects through a data-based set of recommendations. The purpose of this study is to provide staff with accurate information needed to determine whether the benefits of maintaining end of life buildings outweigh the deficits in funding, or whether the buildings should simply be torn down. Though PCCD has submitted TCO plans to ACCJC in the past, the new leadership is committed to following through on the plans this time around.

District standards for design and construction are being developed. It is hoped that the new standards will consider various factors associated with TCO. Factors such as efficiency, lifespan, versatility, safety, and personnel requirements should be considered. Efficiencies in expediting the FTMP should be considered in order to decrease the “escalation” costs that whittle away at the buying power of the District. While appropriate bidding procedures will be followed, the District will make use of statewide purchasing programs when possible. The CCCCCO “College Buys” program is a good example, which combine the purchasing power of all institutions in the CCC system. Another time saving vehicle is delivering capital projects using the “Design-Build” project delivery method. This delivery method saves time and combines the design team with the contractor, so that issues may be addressed before field work begins.

To project the personnel needs associated with current and planned facilities, the College will implement standards developed by the APPA (Association of Physical Plant Administrators) when setting

staffing levels. APPA provides formula-backed recommendations for the staffing necessary to maintain a given area, considering such factors as square footage of building and surrounding landscape (Evidence 100: link to APPA Webpage). Current staffing levels demonstrate that the District is falling short in staffing and can only provide service quality of 4.5. The bottom of the rating system is a 5, considered a style characterized as a “crisis response.” It is anticipated that with DGS’ reorganization and requests for additional funding, staffing levels can be returned to the mid-APPA rating level 3, or “managed care” (Evidence 101: Sharon’s spreadsheet), a standard commonly found in Community Colleges in the State. Current staffing levels are approximately 67% of APPA level 3. This was already stated previously.

EVIDENCE:

- 87. Evidence 87: photos of projects?
- 88. Evidence 88: KONE proposal
- 89. Evidence 89: flex presentation document & minutes of September 2016 DFC meeting.
- 90. Evidence 90: Rec. 3 2017 Plan
- 91. Evidence 91: training documents from faculty member Margaret Dixon
- 92. Evidence 92: Training sign in sheets
- 93. Evidence 93: District website link encouraging students to sign up and app store link
- 94. Evidence 94: letter from State
- 95. Evidence 95: BSP v.5
- 96. Evidence 96: Meeting notes from College Council and Flex Day
- 97. Evidence 97: Meeting notes from post Cabinet meeting on Feb 10
- 98. Evidence 98: AECOM contract
- 99. Evidence 99: Rec. 3 2017 Plan
- 100. Evidence 100: link to APPA Webpage
- 101. Evidence 101: Sharon’s spreadsheet

CONCLUSION:

While the District has historically been able to create legitimate plans that are attainable and have time-bound goals, the District has not been able to follow through in implementing those plans. The continued turn over in Executive Leadership has created an unstable environment for staff, little institutional memory, and arbitrary processes that don’t help in resolving issues. To remedy and steady executive leadership will take time. To that end, the District has recently hired a dynamic and proven Chancellor who is quickly moving to create a stable leadership team. The deterioration of District facilities unfolded over many years and issues will not be resolved overnight. With stability in DGS leadership and a commitment to meaningful collaboration between Finance and the Colleges, as well as the benefits of a significant Capital improvement bond, DGS will be able to change the condition of the Colleges with persistence. The current BSP contemplates completing Measure G by June 30, 2025. There are significant funds to address the infrastructure issues, and new buildings will greatly improve the learning environments for faculty and students over time. Evidence needed here.

PLANS FOR IMPROVEMENT GO HERE

JANUARY 2020

Antoine

FEBRUARY 2020

-

Standard IIIB: Physical Resources

Note: The District CURRENTLY does not have a 5-year Technology Master Plan and the 3- year Strategic Plan will expire in 2020. The goal is that PCCD will develop a 5-year Master Plan and a 3-year Strategic Plan by May 2020.

Technology Resources

Section C.1

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

To improve and address District Technology issues, IT used the independent CBT and FCMAT report recommendations, along with internal analysis and evaluation, **(DO YOU HAVE EVIDENCE FROM INTERNAL EVALUATIONS? IF SO, CITE IT)** to identify areas of potential deficiency. **(EVIDENCE of CBT AND FCMAT REPORT RECOMMENDATIONS).** These two Reports were important for outlining additional opportunities for growth. It must also be acknowledged that after reviewing the Reports, some of the findings were unsubstantiated due to the limited investigation time, misunderstanding of the scope of the IT department responsibilities, or due to insufficient information regarding various issues were already addressed through other means. Any identified issues are either being addressed currently or have been resolved. Each section below outlines improvements or resolved gaps that were addressed under each of the following categories: technology services, professional support, maintenance of appropriate and adequate hardware and software, facilities' needs for the Institution's management and operational functions, academic programs, teaching and learning, and support services.

a. Technology services

In Fall 2017, the District-wide Helpdesk was created as an effective way to respond to and resolve 600+ tickets monthly in the following domains: student email, Passport, PeopleSoft, phones and voicemail, District and campus IT. The Helpdesk system makes it easy to submit and track progress on tickets and is accessible anywhere, anytime and has robust reporting

features. This tool was extended to serve the following departmental needs independent of District IT: Admissions and Records, Institutional Research, Business Intelligence, District Financial Aid, District General Services, Marketing & Communications, employee ID badges through Peralta Police Services, and Campus IT departments. The Helpdesk is now a one-stop portal for submitting service requests for the District and the Colleges. (1)

b. Professional support

The campus and District network IT teams meet weekly to provide updates, coordinate activities and share knowledge. (2) Each member of the group reports on their campus or area and asks for assistance if needed. Occasionally, vendors are invited to demonstrate new technology and share information with the whole group. This weekly communication is invaluable and has created a strong sense of teamwork between the campuses and District IT. Prior to 2017 when these meetings began, District IT and the campuses did not have a structure to collaborate on projects and functioned as silos independent of each other.

c. Facilities

District Network and Wireless Standards were updated to outline the minimum requirements and establish the design guidelines for Information Technology systems that will support network and Wi-Fi connectivity. (3) The Standards are given to vendors and contractors to ensure that they follow Peralta's requirements for equipment purchases and infrastructure installation.

In 2010 Laney implemented 25 classrooms with Instructional Technology (smart classrooms) that had a very complex design. The faculty did not fully adopt the technology and the training that was provided was inadequate. By 2017 the equipment was end of life, so the District worked with the Colleges and Teecom, an Audio-Visual consulting company, to design and simplify the District smart classroom standard. (4) The new standard was used to implement a total of 149 smart classrooms at Laney. The new smart classroom technology standard consists of a computer, a connection for a laptop, an interactive white board, a projector and projection screen, DVD, document camera, speakers, a wireless mic, classroom emergency phone and Sharelink for classroom collaboration. This project received Board approval in July 2018 and was completed in December 2019. (5). Additionally, COA has implemented 10 smart classrooms (6).

d. Hardware and software

In March 2017 District IT migrated all email to Microsoft Office 365 and implemented Single Sign On for all Peralta students and employees. (7) This District-wide upgrade addressed the problems of inefficiency in the older email platform. On premise email moved to Microsoft 365 cloud email providing a modern, resilient email system for all students, faculty and staff throughout the District. Single Sign On was also implemented, permitting a user to log in once to access multiple applications (Outlook email, Canvas, Starfish, Excel, Word, etc.). It also simplifies the management of user IDs and passwords for both users and administrators. During the implementation, District IT provided multiple training opportunities for faculty and staff to learn how to use the new system. Sessions were held at all the Colleges and at the District Offices (8).

District IT migrated PeopleSoft and the data center to the Azure cloud platform in 2018 because the 2012-2015 IT Strategic Plan proposed that PCCD IT "Create a strategy for Cloud Computing and Virtualization of the Data Center" improving costs as well as operational efficiency and effectiveness. The strategy states "The concepts of cloud computing and virtualization are now well established and mature." It replaced all or most on-site data center hardware with rented 'virtual' server space at commercially available remote data centers. When the PeopleSoft assessment was presented to the BOT in October 2017, it identified critical weaknesses in the PeopleSoft infrastructure and proposed for Azure migration to remedy the risks. (9)

In March 2018 the District launched the Starfish Early Alert platform throughout the District, a student success tool that identifies students who need academic support and connects them to appropriate student service resources. Faculty and counselors can identify at-risk students and reach out to them to offer support. Students may use Starfish to view their courses and assignments, make appointments and connect to people and services that can help them succeed and meet their goals. (10)

The District has also programmed systems to allow preferred name functionality in PeopleSoft, as required by California state law (AB 1266) for students and scaffolded systems for all Peralta employees. (11)

In 2018 Peralta started the implementation of the District-wide PeopleSoft modernization and business process improvement project. The three goals were:

- To enhance the student experience by streamlining processes that restrict student access and hinder success
- To have agile systems that will meet the current demands and support evolving priorities which enable Peralta to respond to future business needs
- To provide comprehensive, real-time access to better quality, easily understood information for all users of the system

In May 2018 the finance module was upgraded to PeopleSoft 9.2. The project was named ONEPERALTA and updated these modules: Accounts Payable, Purchasing, Commitment Control and General Ledger. (12). The Human Resources and Student Services modules have yet to be implemented. According to the CBT report the goal of completing the upgrade should be clearly articulated within the Technology Plan. The District currently does not have the bandwidth or the internal expertise to make significant progress on these types of upgrades while attempting to support day to day operations. Several core operations and mission-critical functions are not yet automated. PeopleSoft versions are outdated in some areas, and key components have yet to be implemented. Access to data for decision making by administrators is limited.

The other two pillars of PeopleSoft (Human Resources and Campus Solution) (13) have not yet been implemented due to a lack of fiscal resources and several changes in the leadership of the project. The internal resource assessment was not completed as part of the project budget planning as the project ran out of money. Currently, District IT is in the planning process to

address the business process modernization and technology implementation. This process will be vetted through institutional shared governance committees (District Technology Committee and Participatory Governance Council). (14) Pending approval, the identified source of funding is Measure G bond funds.

Analysis and Evaluation

During the CBT and FCMAT assessment it became apparent that the delay of the PeopleSoft “ONE Peralta” implementation has caused challenges in all business areas. CBT recommended a two-pronged approach for IT: first, an operational plan developed to organize and sequence already agreed-upon priorities for the District; and, secondly, a written process for developing a comprehensive Technology Master Plan for the District through a participatory process that would align with Peralta’s educational, enrollment, and facilities plans. IT needs to complete the PeopleSoft transition, giving high priority to the Human Resources and Student Services modules. Peralta must streamline, re-engineer, and redesign systems and processes to increase effectiveness and efficiency and automate manual processes.

Referring to the evidence listed below, the District works toward sustained enhancements and improvements to align with the availability of human and fiscal resources. While some improvements have either been made or are underway, some important projects are in the planning process and have yet to commence based on following institutional protocols and vetting through PCCD’s participatory governance structures. Furthermore, IT improvement often relies on collaboration with business owners and securing requisite fiscal resources, which often takes time.

The District has gaps in the domains of software and hardware related to the appropriate and adequate support required for the institutions’ functionality for academic programs, teaching and learning, and support services. The PeopleSoft project completion, the District-wide computer refresh, and the infrastructure upgrade at Berkeley City College and the District have been identified on the IT prioritization plan (14) and are moving through participatory governance committees. Plans at both the College and District levels are vetted and aligned through the Colleges’ Technology Committees and the District Technology Committee for resource planning and implementation. (15).

Evidence List

1. Helpdesk 2018-2019 Opened and Closed Tickets
2. Weekly IT mtg notes
3. District IT Network and Wireless Infrastructure Standards 2018
4. Smart Classroom Design Standard November 2017 Page 11
5. BOT Action 12.7- Laney Smart Classrooms July 18 Page 8 All evidence will be presented with the same title as the evidence list
6. COA Smart Classroom Project
7. BOT-Microsoft 365 March 17 Pages 6,,13

8. O365 Training email and survey results
9. OT Cloud-Migration-02-27-18
10. BOT Starfish-Project 27 Mar18 Page-7.pdf
11. Preferred name
12. BOT PeopleSoft-Modernization-Project Finance pillar Page 16
13. PeopleSoft HR and Campus Solutions upgrades to 9.2
14. Joint committee DTC/DFC meeting minutes
15. District-wide IT Prioritization list

Section C.2

The institution continuously plans for, updates and replaces technology to ensure its technology infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

The District has not had a long-term technology plan since 2012 (1), but IT does have a 3-year Strategic Plan created by a previous Vice Chancellor for the years 2018 – 2020. (2) Instead, the District and Colleges have updated and replaced technology (sometimes as an emergency measure) to maintain the technology infrastructure, Educational and Facilities Master Plans, industry standards, state initiatives, facilities bond expectations, future projections and trends in higher education. Total cost of ownership must be considered on every IT project as well. Due to lack of a budget and high administrative turnover, District IT quality and capacity are adequate to support its mission. The CBT Report states long-term IT planning must include the development of a 3-5-year strategic Technology Master Plan (TMP) with timelines, accountabilities, and deliverables. Planning will utilize a participatory process based on PCCD's has struggled to provide timely and efficient deliverables for all operations, programs, and services.

Analysis and Evaluation

Plan for technology

In March 2018, a Facility and IT Master Plan was developed outlining technology requirements for new facility infrastructure projects. (3)
PCCD IT 2018-2020 Operational Strategy written June 22, 2018 focuses on three IT strategic pillars: 1) Rebuild and secure the core; 2) Operational Effectiveness, and 3) Student Success. These strategic pillars are identified by short-term strategic actions and expected institutional outcomes. Although not fully executed due to limited fiscal resources, the current plan is being implemented according to the project timeline, and sufficiently addresses the institutional gaps.

In Fall 2019 District IT, in collaboration with Academic Affairs launched the College and District online program review platform informing data. (4) Prior to this launch the program review was collected on Excel spreadsheets. This online platform change allowed for participatory governance and a planning process prioritization as well as fiscal and physical resource allocation. A workshop was held on Flex Day 2019 to roll out the new tool. (5) This online system has recently been implemented, and PCCD is in the process of evaluating the efficiency of this platform. Initial feedback of the platform's effectiveness has been positive. (6)

(ANTOINE WILL REQUEST that SIRI provides a SURVEY)

The District wide Technology Capital Project prioritization and Rubric details the planning and prioritization of District and College needs, identifying priorities District-wide and vetting them through a rubric that is used in shared governance committees. (7)

For example, the planned BCC fiber network switches and wireless infrastructure upgrade will provide enhanced student access as well as instructional and business support. This project will replace end of life network switches and equipment as well as wireless access points for the BCC campus, benefitting all users. This upgrade has been identified on the District and College prioritization plan (8) and is in the planning process, working through Shared Governance Committees. Measure G funds have been requested to fully implement this project. Pending the receipt of these fiscal resources, this project has an anticipated start date of Summer 2020.

Another project, the District fiber network switch replacement, wireless infrastructure upgrade and District Datacenter Refresh, will provide enhanced student access as well as instructional and business support. This project will replace end of life network switches and equipment, wireless access points and fiber optic cabling throughout the District complex, and end of life core network equipment, benefitting all users. Pending Participatory Governance approval and the receipt of fiscal resources, the anticipated start date is Summer 2020. This project has been identified on the District and College prioritization plan (9) and Measure G funds have been requested.

Finally, the Laney College wireless infrastructure replacement project will provide enhanced student access as well as instructional and business support. This project will replace end of life wireless access points and fiber optic cabling to benefit all users. This project has been identified on the District and College prioritization plan (10) and is being vetted through Shared Governance. Measure G funds have been requested to implement this project with an anticipated start date of Summer 2020.

Update technology for the Colleges.

The following improvements have been made to update technology:

- Implemented Merritt College network upgrade in September 2018: 10 GB core switches, building network switches, fiber optic cabling between buildings, and wireless infrastructure providing enhanced student access, as well as instructional and business support. (11)
- Implemented College of Alameda network upgrade in March 2017: 10 GB core switches, building network switches, fiber optic cabling between buildings, and wireless infrastructure providing enhanced student access, as well as instructional and business support. (12)
- Implemented Laney College network upgrade in September 2016: 10 GB core switches, building network switches, and fiber optic cabling between buildings providing enhanced student access, as well as instructional and business support. (13)
- Upgraded voice communications at College of Alameda and Laney to Cisco VOIP in July and September 2016 respectively, replacing the 25 years old Mitel system. The phone systems at both Colleges were unstable and often failed, leaving no phone service on the campuses. BCC, Merritt and the District Office complex had been upgraded in previous phases of the deployment. All phones at all locations are now on the same VOIP phone system. (14)

PCCD has planned and continues to plan for technology improvements throughout the District; the most significant impediments are 1) high executive administrative turnover, including limited staffing, and, 2) lack of fiscal liquidity.

Evidence List

1. [2012 District Technology Master Plan](#)
2. [PCCD IT 2018-2020 Operational Strategy June 2018](#)
3. [Facility and IT Master Plan](#)
4. [BOT-Program-Review-September 2018 Page-6.pdf](#)
5. [COA Mid Semester Flex Day Agenda](#)
6. [Program Review Survey 2020](#)
7. [DTC meeting minutes Technology Prioritization 2019](#)
8. [District-wide IT prioritization list Request Number 1](#)
9. [District-wide IT prioritization list Request Number 2](#)
10. [District-wide IT prioritization list Request Number 3](#)
11. [BOT-Merritt Network Refresh Merritt-Network-upgrade September 2018 Page 2, 5](#)
12. [COA Wireless March 17 Page 12](#)
13. [BOT-Laney VoIP and Network Refresh September 2016 pages 5,6,7](#)
14. [BOT-COA VOIP Network Refresh July 16 page 3](#)

Section C.3

The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

Technology resources at every location assure reliable access to academic and enterprise systems for all students, faculty and staff. In December 2017, the District designed and implemented the Peralta Portal to simplify the user experience and support access to Peralta email and Canvas for students, faculty and staff. (1)

In September 2016, District IT implemented Cisco Emergency Response (CER) throughout the District to send 911 calls directly to the Public Safety Answering Point, with simultaneous notification to Peralta Police Services (PPS). (2) The CER provides location information and a call back number to emergency responders, a requirement of the FCC. CER also provides this information to PPS. A new law effective February 16, 2020 will require that private telephone systems allow callers to reach emergency services (911) without the need to dial a prefix for an outside number first. Peralta is compliant in this area as well. (3)

District IT continuously monitors and protects institutional data by utilizing a Microsoft security umbrella and Cisco open DNS tools to reduce phishing / spam attacks by 95% through a “defense in-depth” strategy implemented in December 2017. (4)

In Fall 2018, the District upgraded BCC, COA, Laney, Merritt and the District Offices to 10 GB redundant bandwidth connections to the internet. These circuits also interconnect all campuses, satellite sites and the District Office complex. (5) CCC Technology Center worked with Cenic (Corporation for Educational Network Initiatives in California) to upgrade the existing 1GB circuits to 10 GB circuits for all California Community Colleges, resulting in a high-bandwidth, high-capacity redundant fiber network. Peralta’s 3 satellite locations (860 Atlantic, Aviation and 2000 Center St) were upgraded to 1 GB circuits as part of this project as well in Spring 2018. In 2018 District IT added modern firewalls at each campus for increased network security, and protection from threats and malware. (6)

The CBT report stated that the District does not currently have a comprehensive Disaster Recovery Plan (DRP) which should be included in the Technology Master Plan, the DRP being essential for the District to address unforeseen events that could jeopardize both student data and District operations. However, it should be noted that in March 2017 the District purchased and deployed CommVault backup and system recovery software to protect Peralta’s data and recover it in the event of a disaster. (7) In addition, District IT collaborated with the Merritt College Cyber Security Program to conduct a network infrastructure security audit and remediated all high priority technical items in April 2019. (8)

Additionally, the CBT Report, completed in April 2019, stated that the Payment Card Industry (PCI) requirements were not in compliance and could cause liability to the District. This finding is not a concern, however, as the Payment Card Industry vendor in use meets all compliance requirements, therefore the system does not need additional compliance measures at the District level. (9)

The CBT report pointed out that a clear exit process with respect to IT access and privileges does not currently exist, resulting in the fact that people no longer employed by the District continue

to retain access to College and District IT resources. When the HCM pillar in Peoplesoft is implemented, former employee accounts will be automatically terminated. Until that time, District IT has created a manual daily task to terminate all employees who have exited Peralta, dependent on notification from Human Resources. (10)

In addition, at the end of FY17/18 over 11,000 student workers were removed from the HR system as part of a Student Worker Account Clean Up. (11) The 600 active student workers were then rehired in the system with a termination date. Working with HR, a process was put in place to assure that accounts are terminated when a student worker's assignments are complete. Prior to this action, no student workers were terminated in the system.

Finally, the CBT report states that the security cameras oversight and coordination between Facilities and IT staff needs to be improved. Recently, with the leadership of the new VC District General Services, communication and collaboration between the two departments has improved significantly, and there is a project underway to replace the existing head end equipment and upgrade the cameras at all sites (12)

Analysis and Evaluation

While District IT continues to make technology improvements, there remain gaps related to a Disaster Recovery Plan (DRP) and the implementation of a District wide security standard that aligns with both state and federal requirements. While the District may be able to recover from an IT disaster, it lacks a cohesive Disaster Recovery Plan and an associated incidence response team. These gaps in DRP have been identified on a security standards document drafted by District IT and the Merritt Cybersecurity program based on the requirements of the National Institute Standards and Technology (13). It is currently being vetted through the Participatory Governance process. When approved through Participatory Governance, PCCD security standards can be assigned a firm implementation date. We anticipate this date to be Fall 2020.

List of Evidence

1. Peralta portal Single Sign On December 17 Page 8
2. BOT-Cisco Emergency-Response September 16_pages-4-9-10
3. Kari's Law
4. Phishing/spam attacks stats
5. CENIC 10GB Project Implementation,
6. BOT-Firewall Project December 2017 Page 8
7. BOT-CommVault March 2017 Page 4 and 8
8. Cyber Security audit April 2019
9. Proof of PCI compliance
10. Helpdesk report of account termination
11. Student Worker Account Clean Up
12. BOT-Security Camera December 2019
13. Peralta IT security standard draft

Section C.4

The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

In September 2018, the District completed migration from Moodle LMS to Canvas LMS for all classes, students, and instructors. Online access to materials and activities for Peralta classes can be used for distance education, hybrid classes or in-classroom instruction. Canvas support was integrated with Peralta's Helpdesk system, improving the process of finding help and resolution to problems. (1)

In March 2017, the District launched Power BI to expand access and ease of use of Peralta data to administrators, faculty and staff. Power BI simplifies creation of complex datasets and reports and creates charts and graphs to provide data visuals. (2)

In May 2018, the Peoplesoft Finance 9.2 upgrade was completed as part of ONEPERALTA project (District-wide project designed to upgrade all PeopleSoft modules and streamline business practices). Also, the District implemented Fluid WorkCenter, allowing users to navigate on mobile platforms with ease; reconfigured business processes using AWE (Approval Workflow Engine), allowing documents to be attached and reducing the paper trail and adding tracking capabilities (3).

As part of the continuous improvement to the system, phase 1 of PeopleSoft Time and Labor module was completed in August 2019. This tracks LARs (Leave of Absence Report) inside the system and saves 80 hours monthly of data entry for 5 HR staff. In addition, the Absence Management process for hourly employees was completed, correcting all critical calculations used for hourly sick leave accrual. All hourly sick leave balance errors have now been rectified. (4)

Furthermore, in April 2019 the CalPERS transmittal file process was completed—a process that assures Alameda County reporting compliance, eliminates massive manual payroll corrections and saves 20 hours of staff time monthly and a \$250 penalty per employee. Similarly, in July 2019 the CalSTRS transmittal file process was completed, providing Alameda County reporting compliance, eliminating massive manual payroll corrections, and saving 40 hours of staff time monthly. (5)

Another IT initiative, the Transfer Credit Project, delivered functionality that improved the enrollment process for students by providing upfront information regarding requirements for graduation, avoiding duplication of courses taken at other institutions and monitoring academic progress throughout the students' time at Peralta. Counselors can now pull the Degree Audit Report and accurately advise the students. Prior to this upgrade the request was a manual process dependent on a counselor's judgement of whether the course credits from other institutions were transferable. The Transfer Credit Project was completed in June 2019. (6)

In compliance with Assembly Bill (AB) 705, Irwin, (matriculation and assessment) effective January 1, 2018, PCCD implemented the Linked Classes Project providing students enrollment access without holds into a College level math with linked support course and an English class with a support class. This project helps more students attain a degree, certificate or transfer by increasing the likelihood they can complete College-level coursework in English and math within a one-year timeframe. PCCD completed this project in March 2019. (7)

Effective September 2019 student workers are now able to view their paychecks online via PeopleSoft self-service. As part of this project, active directory and District employee Email accounts were created. Prior to this implementation, student workers had to physically go to the Payroll department to request copies of their pay stubs. (8)

Analysis and Evaluation

The District's Enterprise team keeps a list of PeopleSoft items that need immediate attention. This spreadsheet is referred to as the "pain points." As problems are resolved, projects are shifted to the Completed column and the team moves on to the next item on the list. All "pain point" items must all be addressed as a prerequisite to the upgrade of PeopleSoft 9.2.(9)

In 2020, the District plans to implement PeopleSoft 9.2 to improve instructional services and business services operations throughout the District. Another gap for improvement is hiring more staff to execute the significant IT workload. Utilizing the District-wide professional development office to facilitate staff training in the use of technology and onboarding and offboarding is another identifiable improvement opportunity. (10)

Evidence List

1. Canvas migration Completion
2. Power Business Intelligence (BI), March 2017.
3. BOT PeopleSoft PeopleSoft-Modernization-Project Finance pillar Page 16
4. PeopleSoft Time and Labor project Helpdesk ticket
5. PeopleSoft CalPERS and CalSTRS project Helpdesk ticket
6. PeopleSoft Transfer Credit project sign off
7. PeopleSoft Linked Classes project sign off
8. Student workers Access to Paycheck Project
9. Painpoints per Module and Priorities
10. BOT 11-1-19 PeopleSoft Upgrade Presentation (VC Lam)

Section C.5

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning process.

Evidence of Meeting the Standard

PCCD has policies and procedures that guide the appropriate use of technology in the teaching and learning process.

Board Policy 3720 Information Technology Use outlines the rules and responsibilities of students and staff who use Peralta's network, computers, learning management systems and other technology resources. (1)

Administrative Procedure 3720 Telephone, Computer and Network Use outlines the rules and responsibilities regarding the usage of all telephone and communication systems, computer and computer communication facilities owned, leased, operated, or contracted by the District. This includes, but is not limited to, telephones, personal computers, laptops, workstations, tablets, servers, network devices, mobile devices, and associated peripherals, printers, fax machines, software and information resources, regardless of whether used for administration, research, teaching or other purposes. (2)

Board Policy 3725 Information Security Standard states that PCCD adheres to the current California Community Colleges' Information Security Standard. The Peralta District's Information Security program will adhere to the current California Community Colleges' Information Security Standard. (3)

Analysis and Evaluation

The District is currently collaborating to enhance and improve administrative policies by aligning them with state policies. Security is an institutional responsibility that requires the District to outline enforcement and accountability measures appropriate for students, faculty, staff and administration aligned with their designation. Currently, Human Resources provides AP 3720, the Administrative Procedure detailing Telephone, Computer and Network Use, to all new on-boarded employees.

Evidence List

1. [Board Policy 3720](#)
2. [Administrative Procedure 3720](#)
3. [Board Policy 3725](#)

Improvement Plans

FCMAT and the Collaborative Brain Trust provided an assessment of the District technology and recommendations for improvement of the District's technology services in collaboration with the business stakeholders. **SITE EVIDENCE HERE OF THEIR RECOMMENDATIONS** One of the most important recommendations is that IT planning must include the development of a 3-5 years strategic Technology Master Plan (TMP) with timelines, accountabilities, and deliverables. The TMP must be based on PCCD's Educational and Facilities Master Plans, industry standards,

state initiatives, facilities bond expectations, and future projections and trends in higher education.

District IT must complete the PeopleSoft upgrade and business modernization project and in doing so automate processes across all areas.

With Measure G Bond money and Shared Governance approval the District-wide technology infrastructure upgrade must continue at BCC, Laney and the District Office complex. IT must also implement the District-wide security standard to provide guidance to protect Peralta's systems and data. An IT steering committee should be created to prioritize technology projects, taking into consideration staffing resources, funding, costs and Total Cost of Ownership (TCO).

Per the CBT recommendations, an employee onboarding procedure needs to be created, engaging the necessary departments to ensure the process has been completed prior to the first day of employment. New staff should receive training on District policies during their onboarding with Human Resources and students should receive Peralta policy information during their orientation to the Colleges. **(NEEDS TO BE INCLUDED IN THE 5 YEAR TECHNOLOGY MASTER PLAN)**

Additionally, the District should provide more professional development to its administrators, faculty and staff in addition to Flex Day opportunities and administrators retreats.

Finally, District IT should more formally collaborate with Human Resources and the District's professional development committee to provide both the policy and guidance for experiential learning. Additionally, the District should improve their communication to its multiple constituents. **(NEEDS TO BE INCLUDED IN THE 5 YEAR TECHNOLOGY MASTER PLAN)**

The District shall ensure that all existing and future classrooms are appropriately equipped with instructional technology per the 2017 Smart Classroom standard. **(NEEDS TO BE INCLUDED IN THE 5 YEAR TECHNOLOGY MASTER PLAN)**

Conclusions on Standard III.C

WHEN IT PLAN IS IN PLACE, YOU CAN CITE THE PLAN AND ONGOING ACTION

The institutional self-evaluation and its evidence listed above demonstrates continuous improvement in some areas of technology, as well as some requiring significant improvements to support instructional technology, enrollment services and business administrative services. **(I DO NOT SEE THAT IT IS DEMONSTRATING "CONTINUOUS IMPROVEMENT")**

Areas requiring significant improvement should be addressed by developing a long-term Information Technology Master Plan Districtwide. FCMAT and the Collaborative Brain Trust

provided an assessment of the District technology and recommendations for improvement of the District's technology services in collaboration with the business stakeholders. PCCD's PeopleSoft business process modernization with the 9.2 upgrade, for example, will enhance user engagement for more efficient outcomes in enrollment services and business administrative services. **(NEEDS TO BE INCLUDED IN THE 5 YEAR TECHNOLOGY MASTER PLAN)**. Currently, the District's business processes around enrollment and administrative services are inefficient and inconsistent which impact the District's ability to provide adequate service to our constituency. Implementing the PeopleSoft 9.2 upgrade and business process modernization with streamlined engagement will enhance accessibility for users for more efficient outcomes in enrollment services and business administrative services. **(EVIDENCE) (NEEDS TO BE INCLUDED IN THE 5 YEAR TECHNOLOGY MASTER PLAN)**

The Peoplesoft upgrade to 9.2 and the business process modernization should be highly prioritized to meet the FCMAT and CBT recommendations. The recommendations require an implementation timeline, fiscal and human resources for institutional effectiveness and should be addressed as part of the IT Master Plan. The District IT goal is to build a technology platform that will enable more student success across our Colleges with needed technology.

IMPROVEMENT PLAN NEEDED

Evidence List

January 2020

FEBRUARY 2020

THE EVIDENCE IN THIS DOCUMENT IS FORTHCOMING

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV. C. Governing Board

IV.C.1

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (Eligibility Requirement 7) (**Governing Board: Existence and Authority**)

Evidence of Meeting the Standard

The Peralta Community College Board of Trustees is the policy making body for the District and provides oversight and direction to the District as stated in Board Policy 2200 (1). All Board Policies are posted/published online (2) and they “establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations” (3). All policies are adopted, amended, and revised according to the process outlined in [Board Policy 2410](#) (4). The Board of Trustees appoints the Chancellor, who serves as the District’s Chief Executive Officer (CEO) and has the delegated authority to implement and enforce Board Policies and establish District Administrative Procedures (5) and authorize employment subject to Board approval per [Board Policy 7110](#) (6).

[Board Policy 2200](#), Board Duties and Responsibilities establishes the authority of the Board of Trustees (BOT) over nine key areas of district/college functioning. This includes, “monitoring institutional performance and educational quality, establishing policies that standards for the colleges, assuring fiscal health and stability, and hiring and delegating authority to the Chancellor.” (1) Additional governing policies affecting institutional integrity include conduct of Board elections ([BP2100](#)), code of ethics and standards of practice for managing conflicts of interest, appropriate Board meeting conduct, maintaining confidentiality in closed sessions, exercising authority as trustees and handling of administrative matters.

The District serves the residents of the cities of Oakland, Berkeley, Alameda, Piedmont, Emeryville, and Albany with four community colleges: Berkeley City College, College of Alameda, Laney College and Merritt College. The Board of Trustees consist of 7 locally elected members and two non-voting student Trustees who are elected by representatives of the students at each of the four Colleges. Locally elected Board members serve a term of four years and are elected by Trustee area in staggered terms. ([BP 2100](#))

As noted in the Board of Trustees calendar of required topics that are covered throughout the year, the Board of Trustees receives updates that include student success presentations, budget related items and enrollment updates. (2) The calendar serves as a basis for required agenda items and as a means of keeping the Board abreast of the quality of institutional performance, including student learning programs and services and financial stability. At meetings, the Board of Trustees receives updates that include presentations about student success, specific programs designed to aid students, documentation about curriculum updates and innovation, budget presentations, revenue and audit reports, enrollment reports and reports from the College Presidents that highlight effective programs. (3)

The Board ensures academic quality and effectiveness of student learning and support programs and services by adopting a strategic plan with a shared vision, mission, principles and values. In [\(include a year here\)](#) the Board adopted five strategic priorities to align with California Community Colleges’ Vision for Success – 1) Advance Student Access, Equity and Success; 2) Engage and Leverage Partners; 3) Build Programs of Distinction; 4) Strengthen Accountability, innovation and Collaboration; 5) Develop and Manage Resources to Advance Our Mission. ([Strategic Plan Home](#)). [New evidence? If so, number.](#)

The Board has adopted a set of metrics that correspond with the California Community Colleges data-mart scorecard and published them on the Districts website [\(add link\)](#) to allow for regular monitoring, review, planning and public access. The Board receives updates on the progress of the metrics. ([Board Presentation](#)). [More new evidence? If so, number.](#)

To assure the overall financial stability of the institution the Board sets the overall District annual budget, receives quarterly financial statements and reports, provides monthly approval for budget transfers, and receives reports from District leaders on issues impact the fiscal integrity of the District. Independent, external audits are performed to assess whether the District's internal processes and controls, guidelines and policies are consistent with accepted standards for higher education. The annual audit is presented to the Board annually in a public session. ([Board Packet January 21, 2019](#)) **Will this be updated to include January 2020?**

IN PARAGRAPH BELOW, THERE IS NO EVIDENCE 1 identified....you list tasks done by CBT and FCMAT, but begin with number 2.

In January 2019, the Board invited the College Brain Trust (CBT) and the Financial Crisis Management Assistance Team (FCMAT) to conduct a management assistance study and provide professional development training for the Peralta Community College District. FCMAT prepared an analysis using their Fiscal Health Risk Analysis (2019 version) and identified Peralta's specific risk rating for fiscal insolvency; 2) Provided training on financial health for the Board of Trustees, the District administration and others identified by the District Chancellor. The training focused on managing finances in a community college district, including efforts to improve fiscal accountability and competency; 3) Analyzed the organization and staffing levels of the employees responsible for District finances at the Peralta district office and made recommendations; 4) Provided recommendations on best practices for communication between the District administration and the Board of Trustees on issues related to the District's financial health; 5) Developed a corrective action plan to address audit findings for Peralta for the most current (2017-18) and prior four years and conducted an internal control review of Peralta's reporting and monitoring of financial transactions, including an evaluation of policies, procedures, and transactions performed by the District; 6) Evaluated spending patterns, including other postemployment benefit (OPEB) liabilities; 7) Projected funding for Peralta under the Student Centered Funding Formula and made recommendations for actions the District can take to maximize funding. ([FCMAT Report](#)) [ACCJC 5-Year Fiscal Sustainability Plan](#) **(EVIDENCE NEEDED HERE)** With the delivery of the CBT and FCMAT recommendations, ACCJC requested a 5-Year Financial Sustainability Plan. **(EVIDENCE HERE)** The Colleges developed and executed the plan, presenting a progress report to ACCJC on December 2, 2019 and presenting before the Commission on January 16, 2020. **(EVIDENCE)**

The District hired a consultant to provide leadership in addressing the FCMAT and CBT recommendations. **EVIDENCE** To date all of the recommendations are either in progress or completed. **EVIDENCE** The District also used the standards of the FCMAT assessment to change the practices such that the next assessment would demonstrate that the District's practices have shifted all of the negative standard statements to an affirmative. (FCMAT – CBT Status Matrix) **EVIDENCE**

Analysis and Evaluation

(EVIDENCE MUST BE NUMBERED TO CORRESPOND WITH NARRATIVE NUMBERS)

The Colleges meets the standard. The Board of Trustees through [BP 2200](#) and during Board meetings are able to monitor the programs, services for students and be aware of key budget related items.

Evidence List

(will need to be numbered to correspond to narrative numbers)

[Board Policy 2100 Board Elections](#)

[Board Policy 2200 Board Duties and Responsibilities](#)

[Board Policy 2410 Board Policy and Administrative Procedure](#)

[BP2715 Code of Ethics and Standards of Practice](#)

[Board Policy 7110 Delegation of Authority for Human Resources](#)

[Board of Trustees Annual Meetings Schedule](#)

[Strategic Plan Home](#)

Board of Trustees Agendas

Board Presentation (need to find this)

Board Packet January 21, 2020

[PCCD 5-Yr ACCJC Financial Sustainability Plan](#)

FCMAT Report and Recommendations

CBT Report and Recommendations

FCMAT/CBT Status Matrix

IV.C.2.

The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

(YOU NEED TO NUMBER)

The Board considers business matters in public Board meetings allowing full and open discussion. After full discussion of the issues, the Board considers the recommended motions and takes a roll-call vote. Confidential matters are considered in closed session. Any actions taken in closed session are reported out to the public. ([BP 2315](#)). Board Policy [2715 Code of Ethics and Standards](#) defines that legal and effective functioning is determined by the Board as a

whole as District matters are not governed by individual actions of Board members. The Board acts and speaks on behalf of the District when acting as a whole. The Board acts by majority vote except as noted in [BP 2330 Quorum and Voting](#). The Board conducts an annual self-evaluation that reflects the Board's opinion about whether members act as a collective unit.

Analysis and Evaluation

The Colleges meet this Standard. Adopted policies provide a framework for collective decision making and effectively guides Board processes of open discussions, voting and actions. Board meeting agendas, closed session and open meeting operations adhere to Board Policy and corresponding California Education Code. The Board comes to collective decisions on all matters and supports those decisions once reached.

Evidence List

[BP 2315 Closed Session](#)

[BP 2330 Quorum and Voting](#)

[Board Policy 2715 Code of Ethics and Standards](#)

IV. C. 3.

The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

[BP 2431](#) establishes the process for selecting the hiring of a new Chancellor. (1) The policy describes the process, committee composition and public forums. As stated in the policy, the District does a national search, holds one or more open forums, organizes a selection committee with particular parameters that include the numbers of each constituent group. (2) The Board recently executed the CEO selection process. In so doing, the Board determined that a legal statement was needed to allow for the forwarding of two (2) finalists as opposed to the five (5) required by the BP. The legal statement thus allowed the Board of Trustees to hire a new Chancellor (3) the Board took a position to waive the policy requiring five finalists and proceeded to consider the two finalists forwarded by the screening committee.

In the 2019 Chancellor search, the Board engaged a consultant to execute the search process. **EVIDENCE** The approach was designed to be inclusive and transparent. While the process only required one public forum, the Board requested five public forums to increase the opportunity for public input and engagement. The Board requested that the search consultant interview College and District governance leaders (with more than 25 leaders being interviewed) to prepare the

draft position description. **EVIDENCE** The search consultant conducted forums including more than 100 students, faculty, staff and community members. **EVIDENCE** To ensure continued stakeholder involvement, at the Board's request, the search consultant developed a calendar for candidate interviews to be held at the beginning of the fall term. ([Communication to Employees](#))

Board Policy 2435 requires the Board to review and evaluate the performance of the Chancellor at least once every year. The CEO evaluation is designed to foster open communication and to clarify expectations, roles and responsibilities. The Board adheres to BP 2435 in evaluating the CEO. The Board and the Chancellor mutually agree upon the process and tool that incorporates the District's goals, objectives and expectations. The evaluation is to be based upon the Chancellor's job description, implementation of Board policy, performance in attain goals, objectives and expectations that were developed in accordance with BP 2430, Delegation of Authority to the Chancellor.

Analysis and Evaluation

The Colleges meet this standard. The Board adhered to [Board Policy 2431](#) in conducting the recent search for the Chancellor. The board adheres to [Board Policy 2435](#) and conducts an annual evaluation of the Chancellor. The Board evaluates the CEO with a focus on how their performance and priorities contribute to the effectiveness of the educational program and services for students and the community including how well the institution is fulfilling its mission. The expected outcomes of the evaluation process are clear expectations, realistic goals, strengthened communications, role/responsibility clarification, and clarification of the District's agenda.

Evidence List

[Board Policy 2431 Chancellor's Search](#)

[Board Policy 2435 Chancellor Evaluation](#)

[Legal Statement](#)

[Communication to Employees](#)

IV.C.4.

The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

On behalf of the citizens of the Peralta Community College District, The Board of Trustees functions as an independent policy-making body that reflects the educational interests of the community it serves and, at the same time, protects and defends the institution from undue influence or political pressure. The Board does so in accordance with the authority granted and duties defined in Education Code Section 70902. ([Board Policy 2200](#))

The Board's commitment to reflecting public interest is exercised by regular and formal communications with the public regarding Board activities and decisions through its public meetings. The Board provides an opportunity for the public to speak at the Board meeting at the beginning of closed session, at the beginning of open session and during the consideration of public agenda items. The Board posts all Board meeting agendas, minutes of meetings and policies and procedures on the District website. **Evidence**

[Board Policy 2345](#) provides for members of the general public to participate in the business of the Board. Public members are asked to submit a written request, provide their name and organizational affiliation, if any. The public may bring District related matters to the Board by addressing the Board before a vote is called on the item as allowed by the Brown Act. Members of the public may place items on the prepared agenda in accordance with BP 2340 titled Agendas.

The Board abides by a conflict of interest policy to ensure the Board reflects the public interest. According to [BP 2710](#), "Board members and employees shall not be financially interested in any contract made by them in their official capacity or in any body or board of which they are members. Board members shall avoid conflicts of interest, or its appearance, between their obligations to the District and private business or personal commitments and relationships."

Analysis and Evaluation

The Colleges meet this Standard. When the Board faces challenges from the community that may not agree at times with their actions, the Board strives to listen and respond to the public while maintaining the overall well-being of the institutions as a priority. The Board has clear policies and practices that provide for public input and avoidance of conflict of interest.

Evidence List

[Board Policy 2710](#) Conflict of Interest

[Board Policy 2345](#) Public Participation

[Board Policy 2200](#) Board Duties and Responsibilities

IV.C.5.

The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

[PCCD Board Policies](#) cover a range of topics related to educational policy, legal matters, and financial integrity and stability. They are organized into seven (7) categories; District, Board of Trustees, General Institution, Academic Affairs, Student Services, Business and Fiscal Affairs, and Human Resources. Board Policy 2410 establishes rules for adopting and/or changing Board policies. The Board ensures appropriate members of the District have a means to participate in the development of recommended policies. It further intends that no policies shall be construed to interfere with governing laws related to employment or educational acts and that Peralta participatory governance bodies shall be allowed to consult on policies. This policy also establishes that all Administrative Procedures are under the authority of the Chancellor.

[Board Policy 2200](#) defines the responsibilities of the Board to include establishing policies that define the institutional mission and set prudent, ethical and legal standards for College operations and that monitor institutional performance and educational quality.

The Board regularly reviews the Mission Statement. The Planning Budget Integration Model (PBIM) Committee held a Summit in Fall 2018 and launched the Mission Statement review process. A taskforce was formed and one of the College executive administrators was assigned to lead the process. Using the local and District governance processes, presentations were made in governance committees, the current District and College statements were reviewed, ACCJC Standard I was reviewed, a “polleverywhere” survey assessing the current PCCD mission statement was administered. Sample multi-college district statements were reviewed. Stakeholders broke into multiple groups and drafted a Mission statement. The draft statements were put to the entire District for a vote. The votes were counted and a recommendation was taken to the District Participatory Governance Council to make a recommendation to the Chancellor. (need to add minutes of pgc or other governance meetings? Announcements asking for votes, etc)

The District subscribes to the Community College League of California’s (CCLC) Board Policy and Administrative Procedure Service and typically sends representatives to the CCLC policy conference each year. This service is utilized by the California Community College system to identify policies required by law and accreditation, policies for good practice, and also policies

on new and emerging areas of consideration. These policies are compliant with state regulations and align with educational quality, academic integrity, and student support programs and services standards in California ([CCLC Policy Subscription Services](#))

The Board has several policies focused on ensuring the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. [Board Policy 4020](#) – Program Curriculum and Course Development -- establishes that programs and curricula of the District shall be of high quality, relevant to the multicultural East Bay community and student needs, reflective of the District's and Colleges' Mission, Vision and Values, and evaluated regularly through Program Review and Annual Unit Plan updates to ensure quality and currency. [Board Policy 4025](#) establishes the criteria for the Associate Degree and General Education. Additional policies that impact academic integrity include BP 4030 Academic Freedom, 4040 Library Services, 4050 Articulation, 4100 Graduation Requirements, 4210 Student Learning Outcomes, 4260 Prerequisites and Co-requisites, 5050 Student Success and Support Programs, 5110 Counseling, 5120 Transfer and 5300 Student Equity.

Analysis and Evaluation

The Colleges meet this Standard. Board policies are developed consistent with the Mission. **EVIDENCE** The policies ensure the overall quality, integrity and improvement in student learning. The Chancellor and staff advise the Board on all legal, financial, and educational issues. The Board ultimately exercises authority to provide oversight for all District and College operations, especially educational quality, legal matters, and financial integrity and stability.

Evidence List

[Board Policy 2200 Board Duties and Responsibilities](#)

[Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education](#)

[Board Policy 4030 Academic Freedom](#)

[Board Policy 4040 Library Services](#)

[Board Policy 4050 Articulation](#)

[Board Policy 4100 Graduation Requirements](#)

[Board Policy 4210 Student Learning Outcomes](#)

[Board Policy 4260 Prerequisites and Co-requisites](#)

[Board Policy 5050 Student Success and Support Programs](#)

[Board Policy 5110 Counseling](#)

[Board Policy 5120 Transfer](#)

[Board Policy 5300 Student Equity](#)

[Policy and Procedure Subscription Service Description](#)

[Login to Policy and Procedure Subscription Service](#)

IV.C.6.

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The PCCD Board of Trustees has established policies to define its composition and operating procedures. All Board Policies are posted on the Peralta Community College District website and are accessible to all, including the public.

- [Board Policy 2010](#) outlines the membership of the Board.
- [Board Policy 2100](#) and [Board Policy 2110](#) describe the board makeup, elections, terms of office and filling of vacancies for the Board.
- [Board Policy 2015](#) outlines the selection, duties, term of office and compensation for the student trustee.
- [Board Policy 2200](#) establishes the duties and responsibilities of the Board.
- [Board Policy 2210](#) Board Membership
- [Board Policy 2310](#) establishes the location of meetings and manner for publishing meeting agendas, (PCCD Board Policy 2310)
- [Board Policy 2315](#) defines the topics to be discussed in Closed Session
- [Board Policy 2340](#) describes the agenda development and posting process including the process for “emergency meetings” (PCCD Board Policy 2340)
- [Board Policy 2350](#) establishes a policy for public speaker and the decorum required
- [Board Policy 2360](#) describes the mandate for minutes and recording of meetings.
- [Board Policy 2725](#) describes the compensation and benefits of the Board
- [Board Policy 2715](#) describes how Board members are expected to conduct themselves as members of the Board

Analysis and Evaluation

The Board of Trustees has numerous policies in place that define **and FINISH SENTENCE**
AND OVERALL ANALYSIS

[insert response]

Evidence List

[PCCD Board Policies](#)

[Board Policy 2100 Board Elections](#)

[Board Policy 2110 Vacancies on the Board](#)

[Board Policy 2210 Board Membership](#)

[Board Policy 2010 Board Membership](#)

[Board Policy 2015 Student Trustee](#)

[Board Policy 2200 Board Duties and Responsibilities](#)

[Board Policy 2310 Regular Meetings of the Board](#)

[Board Policy 2315 Closed Session](#)

[Board Policy 2340 Agenda Development and Posting](#)

[Board Policy 2350 Speakers and Recording](#)

[Board Policy 2360 Minutes and Decorum](#)

[Board Policy 2715 Board Member Code of Ethics and Standards of Practice](#)

[Board Policy 2725 Board Member Compensation](#)

IV.C.7.

The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The Board of Trustees is subject to the California Educational Code Section 70902 and is thus required to establish policies and adhere to both law and policy to support the Mission of the District. [Board Policy 2410](#) establishes the authority of the Board and the requirement to establish policies consistent with the law. This policy also gives executive responsibility for executing Administrative Policies to the Chancellor and assures that all APs are in alignment with Board Policy.

The Board regularly assesses its policies through a participatory governance process outlined in the [Planning and Budgeting Integration Model Manual](#). As part of the policy formulation and review process, the Board has also outlined in Board Policy 2510 Participation in Local Decision Making, the role of the constituency governance groups in policy matters. Various committees including the District Academic Senate, Planning and Budgeting Committee and Participatory Governance Council provide input into the BPs and APs that are selected for revision, and ultimate authority over changes to BPs are reviewed and voted on by the Board at regular meetings. **EVIDENCE**

The District subscribes to the Community College League of California's (CCLC) Board Policy and Administrative Procedure Service and typically sends representatives to the CCLC policy conference each year. This service is utilized by the California Community College system to identify policies required by law and accreditation, policies for good practice, and also policies on new and emerging areas of consideration. These policies are compliant with state regulations and align with educational quality, academic integrity, and student support programs and services standards in California ([CCLC Policy Subscription Services](#))

Analysis and Evaluation

The Colleges meet this Standard. The Board acts in a manner consistent with its policies and regularly assesses its policies.

Evidence List

[Board Policy 2410](#)

[CCLC Policy Subscription Services](#)

[PBIM Manual](#)

[Education Code 70902](#)

IV.C.8

To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

Board Policy 2200 establishes the Board of Trustees as committed to fulfilling the responsibilities of monitoring institutional performance and educational quality, including the review of programs for students, enrollment and student success. To comply with this Policy and to ensure Board members are abreast of College functions related to student success. This (WHAT IS?) student success informational presentation is noted on the annual Governing Board Meeting Schedule where presentations on Student Success occur at a minimum three (3) times per year. These presentations are from the executive leadership and can include faculty and staff who work directly in the many programs that focus on the success of students.

The Board received an annual presentation on the [Scorecard Report](#). Metrics examined in the scorecard include Degree, Certificate and/or Transfer Related completion rates, Persistence, 30 Unit Completion, CTE completion Math & English metrics, Basic Skills and ESL metrics and Transfer Level Achievement.

Analysis and Evaluation

The Colleges meet this Standard. The Board regularly reviews and discusses student performance data.

Evidence List

[Board Policy 2200](#) Board Duties and Responsibilities

[Scorecard Report](#)

IV.C.9

The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

[Board Policy 2100](#) provides for the election of seven Trustees to be staggered so that, as nearly as practical, one-half of the trustees are elected at each consolidated general election falling on an even numbered year. The Board membership has been very stable. One Board member was first elected in 2002 and has 18 years of Board experience. Two Board members were elected in 2004 and have 16 years of Board experience. One Board member was elected in 2009 and has 11 years of Board experience. One Board member was elected in 2012 and has eight years of Board experience. One Board member was elected in 2016 and has four years of Board experience and one Board member was elected in 2018 and has two years of Board experience. The PCCD Board of Trustees has collectively 79 years of Board experience among them. ([PCCD Board](#))

New Board members attend the Community College League of California (CCLC) training for new community college trustees. The training is held at the CCLC conferences. New Board members learn about trustee roles and responsibilities. Trustees maintain access to online presentations and materials used to orient a new trustee. Trustees attend the annual Effective Trustee workshop sponsored by CCLC. CCLC provides a Trustee handbook with a section highlighting governing board responsibilities and effective trusteeship. ([CCLC Learning Guide for New Community College Trustees](#))

Training has been provided to the Board members on a consistent schedule including: (reorder to be chronological)

- Governance Workshop - January 30, 2018 Board Retreat
- Governance Training – Provided March 13, and 27th 2018 at the regular meetings of the Board of Trustees

- Board Handbook – Presented and adopted at the March 27th 2018 regular meeting of the Board of Trustees
- November 17, 2017 – At the request of members of the Board of Trustees, a budget training presentation was prepared. The presentation was provided at the statewide CCLC Annual Conference of **Trustees by VC of----and a Trustee. (no proper names can be used)**– Key Concepts, Guidelines and Best Practices Regarding Fiscal Stewardship for Trustees.
- The presentation on Key Concepts, Guidelines and Best Practices Regarding Fiscal Stewardship for Trustees was subsequently presented by **VC of Williams** at **the** Peralta Board Retreat on November 28, 2017. This Retreat on November 28, 2017 was particularly notable because it educated the Board members on maintaining fiscal stability and processes and penalties. The Vice Chancellor of Finance discussed the fiscal health of the District and evaluated the District’s stability. At that time the recommendation was made to re-evaluate salary savings, reduce hiring and to build the District’s reserves to 13-15% by using 8 million of the 14 million in salary savings. The suggestion was made to address potential declining enrollment through enrollment management. The presentation was 1.5 hours and included concerns about the Districts 86% salary and benefits cost. The training consisted of the state regulatory guidelines and explained how the development of an annual proposed budget was governed by the State Chancellor’s Office selected Budget Work Group. Apportionment funding based on Full Time Equivalent Students (FTES) was covered and questions allowed.
- Board Workshop - Accreditation & Leadership and Governance December 9, 2014 Board Retreat
- Excellence in Trusteeship Program Certificate of Accomplishment – Two members of the Board have earned the CCLC Certificate of Accomplishment for the successful completion of the Excellence in Trusteeship Program. **(Include the year)**
- Community College League of California (CCLC) Professional Development Training – Peralta Trustees regularly attend the Annual Trustee Conferences to receive professional development. Members of the Board of Trustees report on the professional development that they received during Board Meetings. **EVIDENCE NEEDED**

CCLC professional development for Trustees provides training on eight (8) areas of competencies with subtopics to complete the knowledge and skills learning to support strong leadership. Participants attend sessions in each of the eight (8) competencies which define the roles and responsibilities of governance boards and provide tools that keep efforts focused on student learning.

A certificate of participation in governance leadership from the League can be earned with completion of the program. Participants must complete the program within 24 months of the start date. Competencies Taught in CCLC Trustee Professional Development include:

- **Accreditation:** An in-depth study of accreditation as a regional peer-review process that looks at the entire campus/district, and provides an opportunity for continuous self-improvement, grounded with data-driven evidence. Standard IV.B requires the governing board acts as a unit, support and evaluate the CEO, and monitor student success and institutional effectiveness.
- **Board/CEO Relationship:** Address roles, goals, and expectations, including how to develop and maintain a strong Board/CEO relationship to ensure the Board/CEO partnership functions effectively.
- **Board Evaluation:** The objective is to examine the role of the Board and its limits; how to run effective meetings; the Board self-evaluation and its evaluation of the CEO.
- **Brown Act Training:** This module covers the Open and Public Meetings law (Government Code 54950-54961) that provides the primary set of statutes for governing community legislative bodies of local agencies, to include how to set agendas, provide for public comment, run Board meetings and when to hold closed sessions.
- **Ethics Training:** AB1234 requires certain public officials to undergo ethics training every two years. Boards have adopted the position to comply with AB1234 as good practice. The Western Association's Accrediting Commission for Junior and Community Colleges require Boards of Trustees to have a code of ethics including a process to handle violations (Accreditation Standard IV.C.11). The objective is to safeguard both ethical and legal concerns as a foundation of governance.
- **Fiscal Responsibilities:** This module covers the skills and knowledge needed to make fiscal policy decisions and set guidelines for fiscal and asset management practices that support college goals and student success, to include learning about state and local revenue sources, fiscal accountability to the state, local fiscal operations and how to advocate for state funding
- **Governance:** This module covers the Governing Board's policy-making function, and its role in the participatory governance process, to include how to identify policy issues, set a process for developing sound policies and keep them current; understand the conditions and constraints defined in AB 1725 (participatory governance), and the Board's relationship with internal constituencies.
- **Student Success & Equity:** This module covers topics from the Student Success Act of 2012, Senate Bill 1456, including utilizing student services in individual education planning, monitoring student progress, and improving completion and transfer rates. Other sessions cover assessing institutional effectiveness using various reports and community advocacy with stakeholders. **(EVIDENCE HERE)**

Analysis and Evaluation

The Colleges meet this Standard. The Board policy provides for staggered terms, receives regular training and new Board members are provided with an orientation.

Evidence List

[Board Policy 2100 Board Elections](#)

[CCLC Learning Guide for New Community College Trustees](#)

[Meet the PCCD Board](#)

IV.C.10

Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Board is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning. [Board Policy 2745](#) provides for the Board to conduct a formal self-evaluation on an annual basis during the months of June and July. The goal of the self-evaluation is to share views, values, concerns, priorities, and recommendations among the Trustees. The results of this process are used to identify accomplishments in the past year and goals for the following year.

The Board engaged a consultant to oversee the process, administer the evaluation tool, and collect the results. The evaluation process gives the Board an opportunity to consider its effectiveness in carrying out its roles and responsibilities, its practices, and its participation in training as a Board. The 2019 Board evaluation was not completed on time. A process has been put in place to ensure timely completion each year consistent with Board policy. (Need evidence to document the process)

Analysis and Evaluation

The Colleges meet this standard. The Board engages in an annual self-evaluation.

Evidence List

[Board Policy 2745 Board Self Evaluation](#)

Public results

Process for annual evaluation

IV.C.11

Board governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

Board policy 2715 outlines the Code of Ethics and Code of Conduct for Board members. The Code of Ethics embodies the Board's commitment to maintaining high standards of ethical conduct for its members. The Code of Ethics includes specific tenants on acting as a whole, managing conflicts of interest, handling special interest groups, maintaining confidentiality of closed session and defines the legal and effective functioning of the Board as a whole, maintaining appropriate conduct at Board meetings, exercising authority as Trustees, and handling administrative matters. The Code of Conduct outlines the process for addressing any violation of the Code of Conduct.

Board policy 2710 prescribes the conditions of conflict of interest. The policy addresses the Board's obligation to avoid conflicts of interest or the appearance of conflict of interest between their obligations to the District and private business or personal commitments and relationships. The policy prescribes conditions of disclosure and recusal for Board members who have, may have or appear to have a conflict of interest in matters being considered by the Board.

The Board members annually file statements of economic interest with the Fair Political Practices Commission (FPPC Form 700) as a public statement for review.

Analysis and Evaluation

The Colleges meet this Standard. The PCCD Board has a published Code of Ethics policy that is adhered to by the Board. Furthermore, the PCCD Board adheres to conflict of interest policies. During this evaluation period, there have been no violations of these Board policies and administrative procedures.

Evidence List

[Board Policy 2710 Conflict of Interest](#)

[Board Policy 2715 Code of Ethics](#)

IV.C.12

The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

Board Policy 2200 delegates the power and authority to the Chancellor to effectively lead the District. The Board respects the authority of the Chancellor by providing policy, direction, and guidance only to the Chancellor who is responsible for the management of the District and its employees. The Board delegates the authority to the Chancellor to issue regulations, and directives to the employees of the District.

The Board and Chancellor have leveraged this new relationship to maximize its effectiveness as a Board and CEO. The Board and the Chancellor have a common understanding and commitment to the effective delineation of responsibilities for policy setting at the Board level and managing the operations of the District at the CEO level. The Board understands and respects the distinction between policy and operations. The Chancellor and the Board have a healthy and supportive relationship and are able to navigate issues that may be less clear.

The staff of the District have all been briefed on the Board's commitment and delegation of authority and have a specific protocol for supporting the Board and Chancellor in adhering to it.

The CEO provides the Board members with weekly updates on various issues in the District, including questions members may have posed that require information from the Executive staff. In so doing, the Board can get information and rest with some confidence that their concerns are being addressed without interacting or reaching into the operations of the District.

There has been a historical practice of faculty and staff at all levels of the District and Colleges to escalate issues immediately to the Board. The Board is consistent with referring the issue to the CEO and redirecting the faculty and/or staff member to the appropriate operational staff.

Analysis and Evaluation

The Colleges meet this Standard. The Board delegates full responsibility and authority to the CEO to implement Board policy without interference. The Board holds the CEO accountable through CEO goal setting and evaluation.

Evidence List

[Board Policy 2200 Board Duties and Responsibilities](#)

Cabinet Team Site – Discussion of Executive Staff Interaction with Board Members

Chancellor’s Board Update

CEO Goals, need to finalize with board

Board retreat (include goals, board evaluation)

IV.C.13

The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Board of Trustees is apprised of, and regularly updated on, accreditation issues such as Eligibility Requirements, Accreditation Standards, and Commission policies, both on a regional and national basis, as well as accreditation efforts taking place at the Colleges. Board Policy 3200 outlines the responsibilities of the Board and the Chancellor regarding accreditation.

On September 24, 2019, the Board received training by the ACCJC Vice President. The training included: 1) Recent Changes at ACCJC; 2) Accreditation 101; 3) Accreditation’s Purposes, Processes and Standards; and 4) The Roles and Responsibilities of the Governing Board

EVIDENCE NEEDED

Analysis and Evaluation

The Colleges meet this Standard. The Board of Trustees stays informed and updated about issues surrounding the accreditation process. Board members discuss accreditation issues at their meetings and retreats and receive regular updates from staff regarding the process.

Evidence List

[Board Policy 3200 Accreditation](#)

[Board Agenda and Minutes September 24, 2019](#)

[Board Agenda and Minutes January 8, 2019](#)

[Board Agenda and Minutes December 11, 2018](#)

[Board Agenda February 27, 2018](#)

[Board Agenda and Minutes September 12, 2017](#)

[Board Agenda and Minutes September 13, 2016](#)

[Board Agenda and Minutes July 12, 2016](#)

[Board Agenda May 10, 2016](#)

Conclusions on Standard IV.C. Governing Board

Acting as a collective, the PCCD Board adheres establishes and adheres to policies ensuring the quality, integrity and improvement of student learning programs and services. The Board makes policies, agendas, and meetings available to the public. The Board has ongoing training and development to ensure effective engagement with duties and responsibilities as a Board and as individual Board members. The Board regularly evaluates its performance and uses the evaluation to achieve continuous improvement. The Board adheres to a clearly defined Code of Conduct and Code of Ethics. **EVIDENCE**

The Board delegates through the adoption of an extensive set of Board Policies and Procedures. The Board of Trustees freely engages in discussions on issues, initiatives, and efforts of the Colleges and District. The Board has clearly defined policies for the selection and evaluation of the Chancellor. The Board ensures transparency by posting these policies and discussion on the District Board website. Assessment of Board Policies and Procedures to ensure compliance and relevance occurs regularly during DPGC **(SPELL OUT)** meetings and delegates full responsibility and authority to the CEO to implement Board policies without interference. The Board stays abreast of Eligibility Requirements, Accreditation Standards, Commission policies, accreditation processes and the Colleges' accredited status. **(EVIDENCE)**

January 2020

FEB. 2020

Number to provide evidence (and numbers) throughout narrative.....some sections missing both

IV.D. Multi-College Districts or Systems

IV.D.1.

In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

The Peralta Community College District Chancellor, appointed by the Board of Trustees, serves as the Chief Executive Officer (CEO) of the District and has the delegated authority to implement and enforce Board Policies and establish District Administrative Procedures in Board [Policy 2430](#) and authorize employment subject to Board approval per [Board Policy 7110](#). The Chancellor has the principal responsibility to provide leadership of the educational enterprise and may delegate any powers and duties entrusted to him/her by the Board including the administration of the Colleges, but will be specifically responsible to the Board for the execution of the delegated powers and duties. ([Board Policy 2430](#))

The Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.

The Chancellor may delegate any powers and duties entrusted to him/her by the Board including the administration of the Colleges but will be specifically responsible to the Board for the execution of such delegated powers and duties. The Chancellor serves as the liaison between the four Colleges and the Board of Trustees. The Chancellor delineates “the lines of management and supervisory responsibility and the general duties for employees within the District” (7). At the College level, authority and responsibility for incorporating Board policies and District administrative procedures, as well as the Chancellor’s directives, rest with each College President as delineated in the Presidents’ job descriptions.

The Chancellor communicates expectations of educational excellence and integrity by working with the administrative leadership at both the District and College levels. The Chancellor works directly with a leadership team consisting of the four College Presidents, the Vice Chancellor of Academic Affairs, Vice Chancellor of Human Resources and Employee Relations, Vice Chancellor of Finance, Vice Chancellor of District General Services, Vice Chancellor of Technology and the Director of Marketing, Communications and Public Relations.

- **Executive Leadership Team:** The Chancellor’s Executive Leadership Team (ELT) (aka Cabinet) meets weekly to assure effective operation of the Colleges and District by providing guidance and ongoing oversight of academic programs and services, College and District operations and physical, fiscal and human resources. ELT uses “Teams”, a collaboration tool that is integrated with Microsoft Office 365, Skype, and SharePoint. The Executive Leadership Team is able to use the shared workspace, collaborate and coordinate between themselves and across the District. Additionally, ELT is able to work from a common understanding using the same documents and information housed on the site.

The Chancellor works with the ELT to set clear priorities as framed by the Mission, Vision and Values of PCCD. Administrative priorities and goals are set and the entire team is expected to translate the set priorities into collegewide communications and actionable information.

- **Weekly or Bi-weekly Meetings with Presidents:** The Chancellor also communicates expectations of educational excellence and integrity directly with each ELT member by meeting weekly or bi-weekly to address area specific priorities, challenges, opportunities and strengths. These meetings are also hosted on the “Teams” site.

In both ELT meetings and one-on-one items of interest, challenges, and opportunities in which the District can support the Colleges are addressed. (9) Examples of agenda items include District-wide topics, actionable items that support the Colleges, review of data to discuss the effectiveness of services to students, state-wide initiatives, College issues that impact District functioning, fiscal integrity, Board and administrative policies, districtwide enrollment management, program and service coordination, community relations, strategic planning and integrated planning and more (will create team site for accreditation team give chair access to cabinet)

- **Executive Staff:** The Chancellor meets with the Vice Chancellor of District General Services, Human Resources and Employee Relations and Educational and Academic Support Services weekly. The Chancellor meets with each of the College Presidents and the Director of Marketing, Communications and Public Relations every two weeks. The weekly and bi-weekly meetings are focused on strategic, governance and operational

issues. Additionally, the Participatory Governance Council meets monthly to make recommendations to the Chancellor and articulate areas of concerns and/or needs of District services. **EVIDENCE FOR ALL**

Analysis and Evaluation

The College meets this standard. During the past recent years, the District leadership has been challenged to function as a high performing team. Tensions between and amongst the Executive leadership have resulted from and been exacerbated by a stressful culture of division, engagement of the Board with the staff and a difficult work environment fueled by a culture that reflects the customary tensions commonly found between faculty, staff and administration that are exponentially high in PCCD.

The inability of the ELT to function as a cohesive team lessened the leadership impact of the Cabinet's leadership "team." At times the lack of cohesion became evident to faculty and staff engaged in the District governance processes. As well, the challenges were well documented in the Financial Crisis Management Assistance Team (FCMAT) and College Brain Trust (CBT) recommendations **EVIDENCE**

With the retiring of the CEO, the PCCD Board of Trustees held a nationwide search to find a CEO with a strong, documented leadership and management framework. The Board searched for a candidate with a strong set of core values based on ethical principles that value integrity, honesty, candor, fairness, humility and flexibility. These qualifications directly addressed the challenges identified in both the FCMAT and CBT analysis and recommendations. In October, 2019 the Board of Trustees appointed a CEO that they felt met the criteria, qualifications and needs of the District. Immediately, the Chancellor laid out a strategy transforming the ELT and administration across the District into a high performance, cohesive and unified team. The Chancellor began addressing the executive level challenges and has implemented Committed Actions to build the team as stated in the updated (December 2, 2019) [PCCD Five-Year Integrated Financial Plan](#) (p 70) (14);

Committed Actions include:

- Redefining the Cabinet into an Executive Level Leadership Team with full expectations of participants engaging with executive acumen and professionalism. The Chancellor clarified the organizational structure and relationship of the executive level positions, removing any misconceptions of hierarchy between the Vice Chancellors and the College Presidents.
- Creating a common collaboration and coordination space and tools to facilitate clear communication and common understanding of issues impacting the District.
- Providing clear directives to the executive staff that they are not expected to interface directly with Board members. Staff were directed to honor the Board and Chancellor's

agreement and understanding that the Board has a single employee, the Chancellor, and that the Chancellor will administer the operations and priorities of the District.

- Assessing the ELT for the “Five Dysfunctions of a Team” and engaging an Executive Coach to support developing a high performing cohesive goal focused team.
- Convening the districtwide leadership team in a facilitated Retreat to create the PCCD Leadership Standards of Excellence. At the Retreat, every administrator across the District unanimously voted to adopt the standards. The Standards of Excellence were then integrated in every subsequent administrative job announcement and administrator evaluation.
- Engaging multiple formats to address the culture of hostility including,
 - revising email permissions to remove the opportunity for any staff member at any level in any part of the District or Colleges to be able to send out emails to every employee in the entire District – leading to an environment of either hostility, solicitation or misinformation.
 - Raising the discussion and consciousness on the tense racial dynamics often involved in the tensions of the District and calling on the District, all constituents to be committed to increasing cultural fluency and racial literacy to avoid the trauma associated with microaggressions, whether through intent or benign neglect.
 - Calling on members of the governance committees who experience a normalcy in articulating disparaging remarks about administrative colleagues sitting in the room to avoid the use of ad hominem and make their points and positions known on the strength of the ideas.
- Developing and implementing a plan to retain executive level administrators so that they may exercise their leaderships with few disruptions, **(EVIDENCE NEEDED FOR ABOVE STATEMENTS)**

December 2019 Update- The Chancellor identified strategies for retaining executive level administration and strengthening the current leadership for PCCD as follows:

- Minimize stress related to role confusion. Create efficient administrative organizational structure and clarify the scope of responsibilities for executive level staff.^[1]_[SEP]
- Hire sufficient personnel to carry out the necessary functions of the respective executive offices,
- Retain communication and decision-making protocols to increase executive level efficiency and minimize redundancies.^[1]_[SEP]
- Minimize the anti-district/anti-administration culture often displayed in College and district-wide communications, presentations, and committee meetings.^[1]_[SEP]
- Establish administrative standards of excellence to manage expectations and improve inter-constituent trust and relationships.^[1]_[SEP]
- Create award and recognition for executive leadership. (Chancellor’s

- excellence and leadership award),^[1]_[SEP]
- Collaborate with leadership team to identify and implement job enrichment strategies,^[1]_[SEP]
- Provide leadership development and support resources such as executive coaching and mentorship,
- Build an understanding of executive leadership expectations and alignment focusing on leadership development, effectiveness, and collaboration within the Executive team,^[1]_[SEP]
- Facilitate more effective collaboration in support of key strategic initiatives including resource development, and
- Build trust, collaboration and leadership capabilities amongst the Executive team with coaching and professional development (reference goes here—page 70 (Five-Year Integrated Plan) A)

Evidence List

[Board Policy 2200 Board Duties and Responsibilities](#)

[Board Policies](#)

[Board Policy 2410 Board Policy and Administration Procedure](#)

[Board Policy 2430 Delegation of Authority to the Chancellor](#)

[Board Policy 7110 Delegation of Authority for Human Resources](#)

[Board Policy 3100 Organizational Structure](#)

[BCC College President Job Description](#)

[Laney College President Job Description](#)

[College of Alameda President Job Description](#)

[Merritt College President Job Description](#)

1.) Chancellor Docs Hyperlink needed

10.) Add team site from brandon

11.) FCMAT Report - Page 8

12.) FCMAT Matrix-Page. 21

13.) CBT Report – Page 8

14.) PCCD Five-Year Integrated Financial Plan - Page 70

15.) [Organizational Charts](#)

16.) [Planning and Budget Integration Model](#)

17.) **FCMAT Report pg. 221**

IV.D.2.

The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

Consistent with [Board Policy 7110](#) and [Board Policy 2430](#), the Chancellor delineates operational responsibilities and functions of those of the District from those of the Colleges. The Board delegates authority to the Chancellor to implement and enforce board policies, set administrative procedures. Further, authority is delegated to the Chancellor in matters of employment, job responsibilities, and personnel.

The District works to provide adequate services to support the four College and their missions, which includes human resources, fiscal affairs, facilities, research and planning, as well as information technology. At the College level, authority and responsibility for incorporating Board policies and District administrative procedures, as well as Chancellor directives, is the responsibility of each College President. The College Presidents implement policies and procedures at the College level. (3).

Analysis and Evaluation

The Colleges meet this Standard. Historically, there has been an inconsistent allocation of resources and central services in the District. The allocation of resources has been primarily applied through a participatory governance model that in the past allowed the ultimate decisions on allocations to be made by committee. The result has been an inconsistency in the resources allocated to the Colleges and District and a fiscally unsustainable resource allocation model. The model has not provided for key central services resulting in the inability of the District to pay for basic services such as utilities in a timely manner. The committee voted to allocate resources to the Department of General Services (facilities and maintenance) each January instead of at the beginning of the fiscal year using salary savings from vacant positions. This process has resulted in needed services not being available to the Colleges, Colleges developing workarounds and services being centralized for some Colleges and decentralized for others.

Additionally, the District has several vacancies, particularly in management and staff positions, resulting in the lack of capacity to provide basic central services, such as processing payments and documents for hiring. This resulted in growing frustration from the faculty, staff and

administration at the colleges. The resulting challenges were lack of communication, lack of cooperation and coordination between and among the Colleges and District.

Building upon the recommendation of the Collaborative Brain Trust, FCMAT and previous work done at a PBIM Summit, the Chancellor took the following steps:

- Engaged in a reorganization of the District and District Services. The Chancellor convened a PBIM Workgroup to 1) Make recommendations of design principles for consideration of centralized, decentralized, and shared services and 2) Make recommendations on the improvement of the PBIM Structure.
- Informed the Planning Budget Committee Chair and the Planning Governance Committee member that the Finance staff were asked to immediately fund the Department of General Services. (use gender free language)
- Advised the Budget Allocation Model Task Force to come forward with an allocation model that fully recognizes all of the services required and that incorporates the drivers of the Student Success Funding Formula (SCFF)
- Convened the ELT in organizational structure planning exercise using the PBIM Workgroup recommended design principles:
 - Be in service of the colleges
 - Provide clarity and accountability
 - Support a unified, mission-driven focus
 - Support a Students-First framework
 - Result in an economy of scale
- Reorganized the District structure to clearly reflect centralized and decentralized services consistently across the District.
- Aggressively implemented the screening and selection processes to fill key vacant positions including:
 - Director of Purchasing
 - Internal Auditor
 - Vice Chancellor of Financial Services
 - Financial Aid Directors at the four colleges
 - Vice President of Student Services at Merritt College
 - President at Berkeley City College
 - President at Merritt College
 - General Counsel and Chief of Staff in the Chancellor's Office
 - Vice Chancellor of Human Resources and Employee Relations
 - Vice Chancellor of General Services
 - Director of Marketing, Communications and Public Relations
 - Dean of Allied Health xxx at Merritt College
 - Dean of xxx at Merritt College
 - Dean of xxx at Merritt College

- Executive Director of Budget and Finance
- Established a [districtwide weekly newsletter](#) that provides communication about the various efforts at the district and college levels. Submissions are provided from Academic Affairs, Human Resources, Technology, Financial Services, the Department of General Services and Marketing, Communications and Public Relations. Information about the committee work, as well as changes coming from the District in service of the colleges is included.
- Asked the Budget Allocation Model Taskforce to recommend an allocation model that fully addresses all services at the district level. The Chancellor re-established the recommending role of governance committees indicating a willingness to consider recommendations that fully address the organizational structure of centralized/decentralized services. The group continues to work on a recommendation.
- Engaged the PBIM Workgroup to update the governance structure to address the CBT recommendations. The intent is to streamline the District level governance structure and place the opportunities for input to be closer to the College level of implementation.

Evidence List

(updated with hyperlinks and new numbering)

- 1.) [Board Policy 2430 Delegation of Authority to the Chancellor](#)
- 2.) [Board Policy 7110](#)
[Berkeley City College President Job Descriptions](#)
[Laney College President Job Descriptions](#)
[College of Alameda President Job Descriptions](#)
[Merritt College President Job Descriptions](#)
- 3.) [PBIM](#)
- 4.) [District Wide Strategic Goals](#)
- 5.) [District Planning and Budgeting Council](#)
[Budget Allocation Model](#)
- 6.) [CBT Phase II: Focus on Centralized vs Decentralized Services](#)
- 7.) [2019 Summit Agenda](#)
[Delineation of Functions](#)
- 8.) [Five Year Integrated Fiscal Plan](#)
- 9.) Financial Review and Fiscal Health Risk Analysis pg 38 **Need Link**
- 10.) **Fiscal Improvement Plan Services: Phase I (Page 13) need a link**
- 11.) Dec. 2, 2019 updated matrix FCMAT recommendations **Need Link**

NUMBERS ARE OFF

- 13.) [August 2019 PBIM Retreat](#)
- 12.) December ? PGC minutes
- 13.) January 31, PGC minutes
- 14.) [PBIM Workgroup Article](#)

IV.D.3.

The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

The District has a resource allocation process to support the effective operations and sustainability of the colleges and District. Under the leadership of the Chancellor, the District and Colleges work collaboratively to ensure effective control of expenditures and financial stability of the District.

For several years, PCCD has had a Planning and Budgeting Integration Model process (PBIM) for district-wide planning. The PBIM utilizes a participatory governance model for operational planning and resource allocation that integrates districtwide the four key elements of the strategic planning cycle: Planning, Budgeting, Resource Allocation, and Evaluation. PBIM was designed to rely upon its strategic planning processes as the foundation for integrated planning and budgeting. (4) Strategic Planning includes the District Strategic Plan, and planning for Academic Affairs, Student Services, Facilities, Information Technology, Human Resources, Enrollment Management, and Fiscal Resources. **EVIDENCE**

In August 2010, the [District Planning and Budgeting Council](#) took up the task of developing a [Budget Allocation Model \(BAM\)](#) to recommend to the Chancellor (6)

- Specifying a reserve in accordance with Board policy,
- Providing clear accountability,
- Allowing for periodic review and revision,
- Utilizing conservative revenue projections,
- Maintaining autonomous decision-making at the college level,
- Supporting necessary centralized services, and
- Being responsive to the District's and Colleges' planning processes.

BAM, a revenue-based funding model, allocates resources to the four Colleges in a similar manner as received by the District. Overall, the District relies primarily on the general unrestricted fund revenues, which are distributed to the four Colleges, the District Office, and centralized services. College allocations are adjusted up or down based on increases/decreases in their three-year rolling average numbers of FTES.

The taskforce is currently considering a new allocation model to be recommended to the Chancellor. (EVIDENCE HERE)

The College Presidents are responsible for maintaining expenditures within the College Budget. Annually the College President works with appropriate College personnel, particularly the Director of Business Services to annually set Institutional Objectives to address the Strategic Goal to Develop and Manage Resources to Advance its Mission.

Analysis and Evaluation

The Colleges meet this Standard. The BAM continues to be an item with multiple conflicting opinions. Concerns include the lack of adherence to all aspects of BAM, the fact that the District budget is not built into BAM, and the need to rework the BAM to align with the Student-Centered Funding Formula are priorities to address. During the August 2019 PBIM Retreat, revising the BAM was one of two major agenda items to address during the fall semester. During the Fall 2019 semester, the Chancellor and the PBC reestablished the BAM task force to examine ideas for revision. (evidence)

The committee driven resource allocation model and overall governance structure and resulting administrative practices have resulted in inadequate, unsustainable allocation of resources impacting the effective operations and sustainability of the Colleges. Budget allocation and prioritization by committee has resulted in the inability of Colleges and District units to effectively carry some of its normal functions. The workarounds created at both levels challenge normal fiscal practices, expenditure controls and checks and balances as documented in the FCMAT Report and the CBT Report.

Additionally, the lack of consistent leadership (executive turnover) in the District and the Finance Department has had a negative impact on the fiscal integrity of the District. The FCMAT Report identified serious concerns as follows:

- High executive turnover
- Several vacant positions impairing checks and balances and exposing the District to fraud.
- Nonadherence to policies and procedures
- Difficulty in getting consistent information
- FTES decline over five-year period (12% Districtwide) while increasing fulltime faculty resulting in 48 additional fulltime faculty, 70 faculty over the faculty obligation number (FON) and plummeting productivity
- Poor communication from the District
- Distrust and confrontational environment

- Lack of accountability at multiple levels
- Poor position control
- Too many administrative positions at the Vice Chancellor level
- Vacancies
- “Broken” district operations
- A culture of isolation, lack of clarity and lack of transparency perpetuated by the failure of the district administration model teamwork and maintain sight of the District’s mission as it connects to the colleges.
- Inadequate technology infrastructure to carry out position control and management of leave balances.

Many of the FCMAT and CBT recommendations are completed or in-progress. (evidence)

The District leadership has taken the report and recommendations at face value and launched an aggressive approach to making corrections. A matrix of responsibility has been developed for all FCMAT and CBT recommendations. The task, timeline, people accountable and status of recommendations are included. (Matrix as evidence)

- A consultant was engaged to look at the areas identified in both reports and correct or improve the procedures.
- Vacant positions were advertised resulting in the appointment of a Purchasing Director, an Internal Auditor and a Vice Chancellor of Finance
- The Finance unit was reorganized resulting moving Purchasing to Finance to better serve checks and balances. Additionally, establishing an Executive Director of Budget position and eliminating two overlapping positions.

The District developed and submitted a 5-Year Financial Sustainability Plan to ACCJC. The District immediately began filling vacant positions, training staff for their positions and implementing controls within practices to build capacity. The technology systems access became a priority with the Chancellor inviting in a team to support the development of a Technology Plan to fill out the remaining PeopleSoft Technology modules, aligns with the Strategic Plan, modernizes the technology infrastructure to have a positive impact on workload, employee productivity and overall return on investment. Developing a comprehensive Technology Plan also gives the District an opportunity to consider total cost of ownership, cost optimization, security and risk factors and general infrastructure and operations issues.

The Board adopted a [Board Policy 6250](#) requiring the District to maintain a minimum 10% of unrestricted fund balance for every fiscal year.

The District is working with a team of financial advisors, investors, Bond counsel and OPEB attorneys to address the complex OPEB debt structure. The District considered multiple options

for budgeting and conversion of the OPEB Bond. PCCD has a complex debt service structure with four series of Convertible Auction Rate Securities. The team has identified a way forward that will smooth out the structure, remarket the debt and result in a more predictable manageable payout that is less detrimental to the financial health of the District.

The Board received multiple presentations to increase their knowledge and ability to carry out their financial oversight responsibilities as it relates to the OPEB debt structure. Consistent with the FCMAT recommendations, a workshop to provide prudent basis and understanding of OPEB annual actuary study, supplemental report (utilizing higher alternative discount rate), OPEB funding goal, and general fund OPEB contributions was conducted for the board and the Chancellor. The workshop addressed the use of Trust Fund I (Fund 94), a one-time source of funds for bond debt service, although used the past few years. The District was advised to move away from frequent use of this fund, acknowledging that the fund can only be drawn down for bond principal repayment or in full in the case of a bond default. The workshop resulted in the District agreeing to annually increase the general fund obligation to the OPEB debt structure by one million dollars per year for the next eight years. Additionally, the workshop provided a prudent basis and understanding of the supplemental report and the need for the adoption of a discount rate. (evidence)

Board members also participated in a workshop to provide enhanced understanding and training related to responsibilities of Board members in the issuance of securities (i.e. municipal bonds or debt obligations), as promulgated by the Securities Exchange Commission (SEC). EVIDENCE

On October 30, November 4, and November 6, 2019, sub-groups of the Board participated in workshops to provide training and enhance understanding of the District's OPEB liabilities, relationship to & responsibilities of the Retirement Board, related GASB reporting rules, status of District's outstanding OPEB bonds, OPEB bond law, and considerations for future actions. In addition to individual Board members; District management staff, Bond counsel, retirement board counsel, general counsel, and financial advisor participated in the workshops. EVIDENCE

On July 23, 2019 the District's financial advisors made a presentation on OPEB Bond Budgeting to the Board of Trustees, as part of a regular public meeting. The presentation provided a summary of the existing OPEB bond program, current and near term budget considerations, flow of funds & sources of funds for debt repayment, emerging issues, and preliminary outline for follow-up workshops. EVIDENCE

Evidence List

[Board Policy 6300 Fiscal Management and Accounting](#)

[Board Policy 6250 Budget Management](#)

[Administrative Procedure 6100 Delegation of Authority for Business and Fiscal Affairs](#)

[Annual Integrated Planning Calendar](#)

[Five-Year Integrated Financial Plan](#)

IV.D.4.

The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard

The College Presidents report to the Chancellor and have full administrative responsibility and authority for their respective College. Each President is charged with ensuring that programs and operations are administered in compliance with rules, regulations, policies, and legal requirements as specified in Administrative Procedure 7113. (1) Further, AP 2430 states the following for the College Presidents: “Administer compliance of all their assigned college personnel with all Board Policies and Administrative Procedures. The Presidents shall provide leadership to their campus community shared governance process in a systematic review of Board of Trustees Policies, District Administrative Procedures, and college operating procedures with the expectation that recommendations for improvement will be made.” (2) The Chancellor meets weekly with the four College Presidents in Chancellor’s Cabinet and has individual meetings bi-weekly. (3)

The College Presidents are charged with oversight responsibilities for College operations and ensuring the implementation of Board Policies and District administrative procedures. The President has specific responsibilities for institutional leadership. The President is expected to lead exercising dynamic, institutional, and academic leadership to advance the college mission and internal and external relationships. The Presidents provide leadership to all segments of the College community to promote effective and productive relationships within the District. The Presidents work closely with their Director of Business Services to promote oversight, responsibility, and fiscal integrity for development, implementation, and management of the college budget.

The President creates a climate of mutual partnership, accountability, and active participation with constituents in participatory governance groups, such as the College Roundtable or College Council. [4] The College Presidents also provide faculty, staff, students and community perspectives to the Chancellor and the Board of Trustees. The College Presidents regularly file College reports with the Board of Trustees. (5) With regard to community relations, the College Presidents promote and maintain close contact between the College and the local community.

Annually the Colleges set Institutional Objectives in keeping with the District Strategic Objectives. (6)

Analysis and Evaluation

The Colleges meets this Standard. The College President is delegated full responsibility by the Chancellor for the operation and function of the College. As a member of the Chancellor's Cabinet, the College Presidents meet weekly with the Chancellor and District service centers Vice Chancellors in an effort to focus on planning and the specific needs of the Colleges and the students.

Evidence List

1. AP 7133 (needs to be written and approved in early Spring 2020)
2. [Administrative Procedure 2430 Delegation of Authority to the Chancellor's Staff](#)
3. Those on the site visit can meet with the Chancellor to see Chancellor's Cabinet documents.
4. [BCC College Roundtable for Planning and Budgeting](#)
5. **Add board docs examples**
6. **Need links to College goals and objectives**

IV.D.5.

The District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

District planning is integrated with College planning through the District and College strategic plans. The annual Strategic Planning process includes administrators, faculty and classified staff. Broad district goals are developed first to ensure broad Institutional Objectives for the entire District. All of the five district-wide Strategic Goals focus on improving student learning and achievement. These Strategic Goals were formed in 2008 and since then the District and Colleges have set annual Institutional Objectives. Currently, the 2015-2016 five Strategic Goals continue to serve as the basis for establishing objectives. The goals are; A. Advance Student Access, Equity and Success; B. Engage and Leverage Our Partners; C. Build Programs of Distinction; D. Strengthen Accountability, Innovation and Collaboration; and E. Develop and Manage Resources to Advance our Mission. (1) Each August, the District holds a summit to assess the goals (2) and presentations to the Board of Trustees occur that demonstrate progress in achieving these goals. (3) The most recent update to the goal development process occurred Fall 2018 and were approved May 28, 2019. These goals align with the State Vision for Success (4)

WERE GOALS ASSESSED IN FALL 2019???? No but in process for spring 2020 with consultant working on strategic plan

District policies and procedures guide institutional effectiveness processes to develop, adopt, and publicly post goals that address a. accreditation status, b. fiscal viability, c. student performance and outcomes, and d. programmatic compliance with state and federal guidelines. (5) Board Policy 3250, Institutional Planning and Administrative Procedures 3250 states the numerous plans that are require at the colleges, including an Educational Master Plan, Student Equity Plan, Student Success and Support Program Plan, Transfer Center Plan, EOPS Plan, and an Enrollment Management Plan. (6) District wide plans include the 2019 Strategic Enrollment Management Plan which is an integration of the college plans. (7)

Annual college resource requests occur in the college and district Program Review or Annual Program Update process. (8) The requests begin at the Department Chair (faculty) level and thus reflect a focus on student learning. The culmination of the requests are integrated into college-wide planning and resource requests that are also presented as informational items each spring term at a Planning and Budget Council meeting in alignment with the Planning and Budgeting Calendar. Each college president presents recourse requests that include personnel, technology, professional development, supplies and equipment and facilities. (9)

Analysis and Evaluation

The Colleges meets this Standard. The District uses the strategic planning process to guide decision-making focused on student success. This is done through annual planning summits, integration of College plans and the annual Program Review and Annual Program Update process. Where improvement is needed is in two key areas: (1) the need for updating the District Strategic Goals. Although PCCD has established goals (2015-2016), these goals should be updated to reflect the current focus and changes in state-wide initiatives. In addition, a more thorough assessment of progress in achieving the goals that circles back to the next years' goals will more effectively impact overall decision making. The Presidents ensure the goals are aligned with institutional allocation of resources and college strategic priorities that are aligned with the District Strategic Plan.

The original framework of PCCD Strategic Plan was developed in 2008, evaluated and updated in 2010 – 2011, 2011 – 2012, 2012 – 2013 and 2014. In 2014 -2015, the PCCD Mission Statement was reviewed by all constituents utilizing a participatory governance and decision-making process. The Strategic Planning and Budgeting Integration Model (PBIM) process is used to review and update the existing Strategic Plan 2015. Using environmental scans (internal and external), numerous individual interviews and meetings of key district and college leadership, and constituent groups, the District developed a collaborative planning process.

Along with a shared vision of the future, the strategic plan presented strategic goals, institutional objectives, and a framework to address both student and community needs. **EVIDENCE**

After review of the Mission by all constituents, there were no recommended changes to the District's Mission Statement; the Board revalidated the Districts Mission Statement in June 2014. The next step in the process included the review and, if necessary, revision of the District's Strategic Goals. The study occurred over several meetings during the summer of 2014. Several strategic goals were revised, e.g., Strategic Goal D went from "Create a Culture of Innovation and Collaboration" to "Strengthen Accountability, Innovation and Collaboration" (PCCD Strategic Plan, 2015). All constituents agreed to a mutual set of Institutional Objectives at the annual Planning and Budgeting Integration Model (PBIM) Summit in August 2014.

EVIDENCE

Fall 2019, the district launched the process to update the Strategic Plan. A consultant supported the efforts to execute an engaging, inclusive Collaborative Strategic Planning (CSP) process. The process included a review and analysis of the existing mission statement, external scans, internal scans, strategic goals and objectives. **EVIDENCE**

Administrative Procedure 3250 – Institutional Planning Procedure describes the central principles and features of Peralta’s Planning and Budgeting Integration Model (PBIM). “The objective of the PBIM is to establish an effective district-wide committee structure and to streamline and clarify the district-wide process for developing recommendations leading to decision-making. The institutional planning process also fulfills the Strategic Plan vision of enhanced coordination and collaboration.” **EVIDENCE---why quotation??** The Participatory Governance Council received a presentation and discussion on the implementation of the process including the timeline for draft creation and Board approval.

Evidence List

1. [PCCD Strategic Planning Home Page](#)
2. Strategic planning process and timeline
3. PGC Minutes January 31, 2020 Strategic Planning Presentation

[PBIM Summit 2019](#)

Make links to agendas for 2016, 2017 and 2018 Summits (see Strategic Planning site)

3. Evidence Needed; BOT report on Goals (Siri PPT)

4. [PCCD Aligned Goals 2019](#)

5. [BP 3225](#) Institutional Effectiveness

[AP 3225](#) Institutional Effectiveness

6. [BP 3250 Institutional Planning](#)
[AP 3250 Institutional Planning](#)
7. [Strategic Enrollment Management Plan](#)
Add PBC Meeting Minutes
8. [PCCD Program Review Home Page](#)
9. PBC minutes from March 2019 and 2020 **add link**

IV.D.6.

The Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

The District values strong communication between the District Office and the four Colleges. To ensure effectiveness, communication is two-way. The District Office uses various methods to ensure that strong two-way communication exists to allow for information to be shared easily. Methods include:

- The District has in place an Institutional Planning Process (as noted in IV.D.5). (1) One of the goals of the planning process is to “streamline decision making among the Colleges and District Service Centers by providing a transparent process of collaboration leading to effective decisions and recommendations. The District-wide planning committees include: The Participatory Governance Council; the Planning and Budgeting Council; the District Facilities Committee; District Technology Committee and the District Academic Affairs and Student Services Committee.” (2) Appropriate District office personnel and College administration, faculty, classified staff and student representatives are appointed to these Committees and regular meetings are held. Members on these Committees from the Colleges are requested to take back information to the Colleges in an effort to keep everyone informed about what is discussed and decided at the District-level. Each of these Committees is co-chaired by a Vice Chancellor and a Faculty member and the Participatory Governance Council is co-chaired by the Chancellor and the District Academic Senate President. (3)
- Peralta Gems, a weekly newsletter is published to provide district wide communication. Employees receive information related to the various district units including Finance, Human Resources, Marketing Communication and Human Relations, Technology, General Services and the Chancellor’s Office. Information highlighting services across the district is shared. Spotlights on college and district initiatives are shared. Information related to the governance discussions at the district level is shared.

- Add information about Peralta Radio and Peralta TV
- The Chancellor's Cabinet meets weekly to discuss the business of the District Service Centers and the business of the Colleges. The College Presidents take back information to the Colleges in order to generate discussion of College needs which may need to be addressed at Chancellor's Cabinet.
- The Vice Presidents of Instructions meet monthly to engage in district-wide coordination and standardization of practices. Areas addressed include enrollment management FTES goals, productivity, degrees and certificates offered, Guided Pathways strategies, block scheduling, instructional research needs, learning communities, student equity plan implementation and professional development needs for deans and department chairs,
- The Vice Presidents of Student Services meet monthly to address student service areas including serving AB540 students, Starfish implementation, Mypath implementation, career exploration, counseling, technology customization of student facing module for PeopleSoft, health services including mental health services.
- The Vice Presidents and Deans meet twice a semester to communicate updates in Admissions and Records, related Administrative Procedures, new laws and regulations, changes in technology, Institutional research and presentation of data.
- The Vice Presidents and Vice Chancellors meet to address Student Centered Funding Formula drivers.
- The Career education faculty meet monthly as a subcommittee of the District Academic Services Committee to coordinate and collaborate on career education initiatives and industry partnerships

3. There are other means to bring the Colleges together for effective operations. There is a district-level Curriculum Committee, a District Academic Senate and a District Classified Senate all of which meet bi-monthly or monthly. (5)

Analysis and Evaluation

Communication is essential to the operation of the District and the Colleges. Through formal and informal channels, the District and the Colleges gather, process and share information and effectively communicate matters in a timely and appropriate manner. As a result of the FCMAT report that recommended improvement to communication (discussed above in IV. D. 1), the District has worked to engage multiple constituency groups in the communication process and utilizes these representative groups as an additional process to gather and disseminate information. To address this need, the Chancellor now sends a Chancellor's Report to all PCCD

personnel and a weekly update to the Board of Trustees. The newsletters include updates on initiatives, successful programs and challenges the District faces and serve as another tool of communication; the Board of Trustees updates provides critical items related to Board purview.
(6)

Evidence List

1. [AP 3250 Institutional Planning](#)
2. [2019 PBIM Manual](#)
3. PBIM evidence needed
4. [PBIM Meeting Schedule 2019-2020](#)
[2019 PBIM Manual](#)
5. [CIPD Membership](#)
[District Academic Senate Membership](#)
6. **Chancellor report example links from Mark Johnson**

IV.D.7.

The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The District

The District participates in a District Services Program Review. **Add this information**

Beginning Spring 2018 the Chancellor and the College Presidents began a process of revising the Delineation of Functions, District/Colleges to serve as the basis of considerations for restructuring. This PCCD Delineation of Functions Map was then vetted through the Presidents College Council and Academic Senates (4) and distributed as a result of a collaborative process among the four Colleges and the District Office. PCCD/College Function Map is based on the Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems of ACCJC/WASC.

The Function Map served as the first step in considerations for restructuring. In order for PCCD to choose appropriate steps forward, two teams of experts assisted the District in not only developing a viable restructuring plan, but also operationalizing the plan with expected positive outcomes. The two teams provided services to PCCD from different perspectives but complemented each other. The two teams are:

As part of this process, PCCD has engaged in discussions with CBT about Decentralization/Centralization. CBT helped to guide the initial phases of the Decentralization/Centralization process which began in earnest at the beginning of Fall 2019 semester. CBT initiated an overview of the process (5) and assisted in facilitating needed discussions to ensure input was obtained by impacted units and the participatory governance process. The PCCD Board of Trustees approved the District unit timeline and Chancellor's Office reorganization at the September 10, 2019 meeting. (6) The timeline indicated a completion of the District Office reorganization by December 10, 2019 and College reorganization by May, 2019, but was extended to _____ **FILL IN FINAL DATE HERE.**

Participatory Governance Committees, along with many PCCD faculty, staff and administration, was asked to respond to surveys, discussions and/or engaged in other collaborative activities throughout the process and communications was sent district-wide about decisions made. (7)

Central to this process is improving the student experience and increasing student success, reflected in the PCCD Philosophy Ethics on Restructuring established by a short term PBIM working group October-December, 2019. (8)

The PBIM workgroup built upon the prior work of the PBIM Summit and developed design principles for the Executive Administration to use in reorganizing the District services and functions. The principles were presented to the Participatory Governance Committee and recommended to the Chancellor. The Executive leadership engaged in multiple exercises/meetings to develop the organizational structure. As a result, services including facilities, maintenance and operations were centralized. Financial Aid was decentralized, and Admissions and Records is slated to be decentralized once the college infrastructures are prepared to provide the services to students without a disruption in service. The Legal Department was reconstituted, and the Finance Department was reorganized to be consistent with the FCMAT and CBT recommendations.

The governance structure at the District level remains cumbersome. The PBIM workgroup was tasked with making recommendations to address the governance structure issues raised in the CBT report. CBT recommended that the District "re-examine, analyze, realign, and clarify

governance structures (e.g. PBIM, BAM, etc.) with decisions on centralization and decentralization. *Fiscal Improvement Plan Services: Phase I* (3). The changes implemented include, removing the budget approval role from the Planning and Budget Committee. The role of the committee is redefined to be responsible for providing recommendation on the creation of the budget assumptions, calendar, allocation model and annual budget. The Facilities Committee will be emphasized at the campus level. The modification of the governance structure is ongoing work and will be evaluated regularly for updates.

[NOTE: WE WILL UPDATE THIS SECTION PRIOR TO COMPLETING THE SELF STUDY REPORT. WE WILL NEED TO PUBLISH, FOR EXAMPLE, THE RESULTS OF THE SURVEYS, COMMUNICATION DECISIONS, ETC.]

Analysis and Evaluation

The College meets this standard. The Chancellor evaluates the district and college roles and delineation of function, governance and decision-making processes. The District engages in unit program review and communicates the results to the colleges.

The lack of historical consistency in the evaluation and communication of the results, is addressed through engaging technical assistance groups in evaluation of process and structure including the FCMAT team and the College Brain Trust.

Evidence List

1. [BRJ Report 2018](#)
2. [FCMAT Comparative Staffing Recommendations](#)
3. **CBT Report (pg 13) Need Link**
4. [PCCD/College Function Map](#)
Add Presidents College Council Meeting Agendas
5. [CBT Phase II: Centralized vs Decentralized](#)
6. [Board of Trustees Meeting Agenda September 2019](#) (**need to make 1 page link to Decentralization topic only**)
7. **Need evidence of Decentralization/Reorganization communication and doc (Brandon)**
8. **Add PCCD Philosophy? Ethics on Restructuring link**
9. **Add Five Year Plan pg. 74 link**

Conclusions on Standard IV.D. Multi-College Districts or Systems

The District Chancellor provides leadership, sets clear expectations of educational excellence and high performance of the team. The Chancellor clearly defines roles and delegates the authority to the College Presidents. The Chancellor delineates, documents and communicates operational responsibilities and functions of the district.

The district policy for resource allocation has not served the district or the colleges well. The Chancellor charged the Budget Allocation Model Task Force with making a recommendation of a model that is sustainable and works in the interest of the Colleges and District.

The Chancellor has full responsibility and authority to administer the District and System policies without interference. The Chancellor keeps the Board apprised of issues through weekly updates.

Communication between the District and Colleges has been enhanced through district-wide meetings, updates and newsletters.

The District has engaged a number of assessments of its effectiveness, received more than a hundred recommendations and has diligently worked to address the issues raised.

Improvement Plan(s)

Implement the CBT and FCMAT recommendations such as filling vacant positions, reorganizing the District structure, clarifying the centralization and decentralization of function, updating the technology infrastructure, providing training for district staff, increase the communication across the district, decrease the cumbersome governance structure, improving the finance and human resources processes, update and follow board policies and administrative procedures and develop processes and procedures to ensure fiscal integrity, accountability and checks and balances.