DISTRICT RECOMMENDATIONS

DRAFT:
1 August 2016.

Recommendation 1:
In order to meet the Standards, the team recommends that the District follow the 2014 audit recommendations and develop an action plan to fund its Other Post-Employment Benefits (OPEB) liabilities, including associated debt service (III.D.1.c, III.D.3.c).

I. Introduction:

Recommendation 1 addresses the need for the District to follow the 2014 audit recommendations

and develop an action plan to fund its Other Post-Employment Benefits (OPEB) liabilities, to

include its associated debt service.

II. Plan of Action:

The 2014 Audit Report finding related to OPEB stated: "The long term planning for the continued financial stability of the District should continue to include attention to obligations that will be coming due in the future, such as the postemployment health care benefits and the annual line of credit repayments, which impact the District both at the operating fund level and the entity-wide financial statement level." [DR1.1].

Respecting the 2014 Audit Report recommendation, PCCD has developed a long-term plan to fund its Other Post-Employment Benefits (OPEB) liabilities, including its associated debt service (i.e., the principal and interest due on the OPEB bonds). The District has also taken short-term actions to mitigate the impacts of the OPEB debt service on District finances.

A. Short Term Actions:

The District has actively managed its OPEB Bond program over the past twenty-four months. In September 2014 the District issued a request for proposal (RFP) to establish an underwriter pool in anticipation of financing the OPEB Bond program and General Obligation Bond program [DR1.2]. The Interim Vice Chancellor for Finance and Administration and the District's Municipal Financial Advisor performed a semi-annual review of the OPEB bond program in anticipation of the automatic conversion of the next series, or tranche, of bonds from "capital appreciation" (where fixed rate bonds' interest is calculated and added to the principal amount every six months but deferred in payment) to the "auction rate" securities (variable interest bonds subject to auction every five weeks) [DR1.3]. The timing of this transaction was critical and was determined by the original structure of the OPEB bond program. As per program documents, the District was required to restructure the B2 tranche of bonds by August 15, 2015 or potentially pay investors a default interest rate of 17%, due to the failure of the auction rate market in 2008 [DR1.4].

Recognizing the importance of the August 2015 conversion date for the B2 tranche, and its potential impact on the District's finances, a plan of finance and an associated timeline were developed. This plan included the analysis of various financing options and risks associated with those options [DR1.5].

In January 2015, the District's OPEB Finance Team was formed, consisting of members with expertise in the areas of OPEB, Letters of Credit (LOC), swaps, variable rate bonds, and credit. The Team included the District's Interim Vice Chancellor for Finance and Administration, District Counsel, District Bond Counsel and the District's Municipal Financial Advisor. An RFP was circulated to the District's underwriter pool with the intent to select a firm for the August 2015 transaction and Barclay's Bank was added to the Team, given its ability to provide a letter of credit or LOC. [DR1.6].

Working diligently over the next seven months, the OPEB Finance Team developed a conservative bond structure that provided the District the lowest interest rates possible at the time [DR1.7]. As part of due diligence, the original bond financing documents were reviewed, as were the initial financial assumptions and program goals. The objectives were to verify all data and to insure the indentures and covenants were legal and being practiced. At this point the District engaged a law firm, with expertise in retiree health benefits programs, to provide advice to the Retirement Board of Authority (RBOA) as well as to review and update essential legal documents related to it and the OPEB program. (This OPEB Counsel was added to the OPEB Finance Team.) This work was arduous, methodical, and necessary to accomplish the B2 tranche remarketing. These initiatives benefitted the District by providing clarity and transparency related to the transaction and its governing structures, i.e. the RBOA and Governing Board [DR1.8].

In August 2015, the District successfully converted $38,450,000 of Convertible Auction Rate Securities (CARS) to variable rate bonds with a LOC from Barclays Bank [DR1.9]. This action saved the District approximately $17 million in debt service payments over the life of the bonds, assuming a failed auction rate of 17% against a current assumed taxable variable rate of 4.5% [DR1.10]. The bonds carry Barclays' short term rating of A-1 (Moody's Investors Service) and A-2 (Standard & Poor's). The District elected not to terminate the swap associated with this tranche because the termination value of the swaps approximated the expected cash flows for termination over time. The conversion and structure of subsequent tranches, the next one maturing in 2020, could mirror this approach.

B. Long Term Plan

Since August of 2015, the newly-appointed Vice Chancellor for Finance and Administration, the District's Financial Advisors, and District Counsel and OPEB Counsel have focused on OPEB program management, cash flow modeling, and funding options to reduce existing and future debt service over the long term. Moreover, in Fall 2015 the District received two legal opinions that impacted this OPEB planning:

1. Bond Counsel opined that the extant OPEB Trust, Fund 94, could not be converted into an irrevocable trust [DR1.11].

2. OPEB Counsel opined that the District's intent with respect to the extant OPEB Trust, Fund 94, was to service only those District retirees hired *prior to* July 1, 2004 retirees [DR1.12].

After receiving opinion #2, the District commissioned its actuary to recalculate the OPEB liability associated with each of the two groups: "pre-July1, 2004" and "post-July 1,2004" retirees. Subsequently, the revised liability as of November 2014 for *pre*-2004 retirees was

actuarially determined to be $150,325,680, down from $152,429,020. OPEB liability for *post-2004* retirees as of November 2014 was actuarially determined to be $4,166,272. The District will commission its next actuary study in November 2016 as required by GASB 43/45 (the Governmental Accounting Standards Board) with respect to OPEB accounting treatment. This new actuarial study will refine further the liability associated with the District's OPEB program. Predicated on the two recent legal opinions, the following objectives have been identified for a Long Term OPEB action plan:

1. Develop a ten-year cash flow analysis, across all District funds, with respect to servicing the OPEB bond debt and meeting obligations to the District's *pre*-2004 retirees.

2. Create an Irrevocable Trust in order to mitigate the OPEB liability on the District's financial statements and to service the District's *post*-2004 retirees.

3. Commit annually 5% of general fund revenues – specifically, the State Apportionment Computational Revenues-- to OPEB bond debt service and the establishment and maintenance of an Irrevocable Trust.

4. Strategically re-fund OPEB bonds and/or SWAPS as required by subsequent tranches.

5. Reduce the District's overall OPEB liability.

6. Update the District's Substantive Plan on an ongoing basis as per GASB 43/45.

This plan was shared with the District's Planning and Budget Council on April 29, 2016 and endorsed by the Board of Trustees at its workshop on July 12, 2016 (Need Evidence..).

C. Cash Flow Planning

In Fall 2015 current and future OPEB cash flows were modeled, reviewed, and refined under the direction of the Vice Chancellor for Finance and Administration who provided more precise fiscal and programmatic assumptions [DR1.12].

As a result, a Cash Flow Model sought to facilitate a working cash flow of all OPEB-related revenues and expenditures, including interest rate assumptions and future expenditures. Working with the District's OPEB Finance Team, revenues and expenditures are updated quarterly, based on actual costs and/or returns, and compared against estimates. The Model also enables the District to monitor and reduce program expenses when possible.

The Cash Flow Model's variables include:

- Precise revenue and expense projections through 2025, including swap   offsets.

- Five percent (65 of the District's Computational Revenue received from the   State annually dedicated to OPEB service.

- OPEB charge calibrated to meet required annual coverage.

- Interest rates and structure to determine refunding of future series.

- Integration of eligible trust funding for future debt service.

- Financial options to establish an irrevocable trust to service *post*-2004   retirees.

The Cash Flow Model is predicated on the fact that any surplus funds in the OPEB Trust, i.e.-assets over and above the actuarial liability created by the *pre*-2004 retirees, can be utilized to diminish debt service, i.e., principal, on the OPEB bonds. This use is provided for in the foundational documents of the OPEB bonds [DR1.13]. The Model also includes the continuation of the OPEB charge against payroll expenditures as well as the establishment of a new, irrevocable trust [DR1.14]. This Model gives the District the financial flexibility to develop realistic future scenarios and accurately monitor current cash flows as necessary for debt service management to progress.

A summary of this ==Cash Flow Model== was shared with the District's Planning and Budget Council on April 29, 2016 and endorsed by the Board of Trustees at its workshop on July 12, 2016 (Evidence..).

While the aforementioned Model will provide guidance for the District in the nearer long-term, the District's longer-term goal is to implement a model that will allow the District to quantify reasonable approaches to reducing the OPEB program's overall debt service. Starting in Fall 2016, the District' OPEB Finance Team will commence with an analysis to evaluate possible restructuring options to achieve this goal. This is a complicated analysis, but one that will serve as an important roadmap for OPEB program planning through the next ten to twenty years. One objective of this new process would be to determine the efficiency of a purchase of some or all of the outstanding bonds from investors. If successful, this maneuver would reduce the District's overall debt service and reduce the length of the existing program.

Given the number of external variables, it is difficult to set a precise deadline for a completed analysis (and, of course, interest rates represent a significant factor). To initiate this process, in March 2016 the District issued a Request for Qualifications for investment banking firms with an emphasis on experience and knowledge of complex pension programs. Citi and RBC (Royal Bank of Canada) were identified as key partners in the District's undertaking of this important first step to move forward with the OPEB program and both have been added to the Team (Evidence: Request for Qualification document)

III. Conclusion

The District has developed a comprehensive long term plan to fund its OPEB liability and associated debt service. With conservative fiscal assumptions, it has modeled precise cash flow projections through 2025, and general projections through 2050, the final maturity date of the

pre-2004 program [DR1.15]. The *post*-2004 OPEB program, with significantly less liability, has also been addressed. As is evident, all District funds impacted by the OPEB program— Funds 1, 69, and 94— have the capacity to support the plan as developed including the establishment of a new irrevocable trust fund.

In addition, the District continues to look forward and has been actively assessing options to restructure the current OPEB program to reduce both long-term liability and annual costs, in full recognition of the importance and impact of the OPEB program management in years to come. The District's OPEB Finance Team will provide continual assessment of the OPEB program and report to the Planning and Budgeting Council and Board of Trustees periodically.

As evidence of its continued work in the area of bond and debt management, the District revised its Board Policy and Administrative Procedures with respect to Debt Management; these policies and procedures were reviewed with the District's Planning and Budgeting Council in May 2016 and approved by the Board of Trustees in at its July 2016 Board meeting [Evidence is PBC May Minutes and Evidence: Governing Board July 12, 2016 meeting]. In addition, the Peralta Community College District received an AAA rating, the highest credit rating possible on general obligation bonds, in May 2016. The District was the first community college district in the state to receive this stellar credit rating. The District has followed the 2014 audit recommendations and developed an action plan to fund its Other Post-Employment Benefits (OPEB) liabilities, including associated debt service and is confident that we have met Standards (III.D.1.c, III.D.3.c) and will continue to do so.

Recommendation 1 Evidence	
Evidence	Title of Evidence Document
1	Peralta Community College Financial Audit Report 2014, page
2	2014 RFP to acquire OPEB Bond program & General Obligation Bond program

Recommendation 1 Evidence	
Evidence	**Title of Evidence Document**
3	Definition from Indenture of "Accreted Value"
4	2005 OS Cover
5	Board Presentation 6/2/2015
6	RFQ 2015 OPEB
7	OPEB-Refinancing-Options Example
8	New District Debt Administrative Policy approved- . http://web.peralta.edu/trustees/files/2013/12/AP-6305-Debt-Issuance-and-Management.pdf http://web.peralta.edu/trustees/files/2013/12/AP-6306-Interest-Rate-Risk-Management.pdf Evidence #7- Final Component Status`: "The Board's Debt Policy is on the Board agenda for tomorrow night, June 14, 2016, - first reading. Then I would assume on the July agenda for second reading and adoption.
9	Offering Memorandum- Re-Offering Circular
10	Maximum Rate ARS savings at 4.5%.
11	Legal Opinion that the extant OPEB Trust, Fund 94, cannot be converted into an irrevocable trust
12	Legal Opinion that OPEB Bond Issuance & Trust Fund was set up for 2004 Retirees only.
13	Peralta CCD OPEB 10 Year Schedule
14	Use of Trust Fund_Tab 12
14	Peralta CCD OPEB 10 Year Schedule (Evidence 12, 14, 15 – same.
15	Same as Evidence #12- Peralta CCD OPEB 10 Year Schedule

Recommendation 2:

In order to meet the Standards, the team recommends that the District resolve comprehensively and in a timely manner the ongoing deficiencies identified in the 2013 and 2014 external audit findings (III.D.2.b, III.D.3.h).

Introduction:

Recommendation 2 addresses the need for the District to resolve ongoing audit findings/deficiencies identified in 1.) 2013, and, 2.) 2014.

Explanation of Audit Findings:

The District has resolved all ongoing deficiencies identified in the 2013 and 2014 external audit findings.

Audit findings represent conditions that external auditors have determined that involve specific deficiencies in internal controls. These deficiencies may result in material misstatements in the District's Financial Statements and/or in certain reporting gaps that may result in non-compliance with the requirements of the funding source, usually Federal or State.

Audit findings are classified in terms of severity, either as a Material Weakness (most severe) or a Significant Deficiency (least severe). According to the District's external auditing firm, *a material weakness in internal controls over compliance results in the reasonable possibility that material noncompliance with a type of compliance requirement of a Federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal controls over compliance is less severe than a material weakness yet important enough to merit attention by those charged with governance* [DR.2.1].

Number, Type, and Classification of Peralta Community College District Audit Findings:

The table below illustrates an overview of the number, type, and classification of the Peralta

Community College District audit findings reported over the past three years:

Type of Audit Finding	FY 2012-13 (2013)	FY 2013-14 (2014)	FY 2014-15 (2015)
Financial Accounting & Reporting	3	3	2
Single Audit Findings (Federal)	6	5	2
State Compliance Findings	5	2	0
General Obligation Bond Performance Findings	0	2	0
Total Audit Findings	**14**	**12**	**4**
Classification of Audit Finding			
Material Weakness	4	1	2
Significant Deficiency	10	9	2
Not Applicable (Bond Performance Findings)	0	2	0
Total Audit Findings	**14**	**12**	**4**

External auditors identified a total of fourteen findings in 2013 [DR2.2]; a total of twelve in

2014: the Annual Financial Audit (10 audit findings) and the Bond Audit findings (2). [DR2.3

and DR2.4]. Furthermore, there were four audit findings in the Annual Financial Audit 2015

[DR2.5]. District Recommendation 2 requires resolving *ongoing deficiencies*, referring to those

deficiencies specifically noted as findings in 2013 and then again in 2014. Of the twelve 2014

findings noted, six were ongoing, having been noted in 2013 audits as well. [DR2.6]

Each of the six ongoing deficiencies was classified by the external auditors as a "significant

deficiency," as opposed to the more severe "material weakness." These six ongoing deficiencies

have been resolved, evidenced primarily by the fact that they were acknowledged as such by

auditors in the District's 2015 Financial and Bond Audit Reports [DR2.7].

Furthermore, in the "Schedule of Findings and Questioned Costs" section of the District's 2015

Financial and Bond Audit Reports there is a subsection entitled "Summary Schedule of Prior

Audit Findings for the Year Ended June 30, 2015." As is standard practice, the auditors note the District's success at having implemented corrective actions to mitigate the deficiencies noted in the prior year audits, in this case in 2014.

In ten of the twelve prior audit findings, i.e., those reported in 2014, the auditors assessed the "Current Status" of each as "Implemented" [DR2.8, DR2.9]. Here the auditors validated evidence that the District had implemented corrective actions which resolved these particular deficiencies. Consequently, there were no reported findings for those (corrected) deficiencies in the current year audit.

In two of the twelve prior audit findings, the auditors noted "Current Status" as "Partially Implemented [DR2.10]" The first of these two findings pertains to long-term fiscal planning/ OPEB and is addressed at length in the Response to District Recommendation 1, which delineates how the Other Post Employment Benefits (OPEB) finding has been resolved. (SEE ALSO Rec. 1).

In the second finding, the District implemented corrective actions necessary to resolve the deficiency halfway through the fiscal year. So while sample testing in the first half of the year resulted in examples of non-compliance, samples in the latter half demonstrated compliance. The auditors state this fact clearly: "While it was noted that the District did implement a new process during the Spring (2015) semester, thereby addressing the issue, several instances of noncompliance were noted during the Fall (2014) semester. The District should continue to monitor the procedures surrounding the COD reporting at all Colleges *to ensure continued compliance* (italics added) [DR2.11]."

To summarize, all twelve 2014 findings have been resolved, to include the six ongoing deficiencies from 2013 and 2014.

Summary of the Resolution of Ongoing Deficiencies:

The District tracks its progress in resolving audit findings on its Corrective Action Matrix [Evidence 12]. This living, dynamic document is adapted regularly to reflect progress in correcting gaps in District business processes, reporting processes, etc. that may result in inadequate internal controls. In addition to monitoring progress, the Corrective Action Matrix also enhances accountability and responsibility by assigning the implementation of corrective actions to specific District managers [DR2.12]. Below is a summary of the six ongoing deficiencies taken from the Corrective Action Matrix:

2014-002:   Reporting- Common Origination and Disbursement (COD)

Condition (1): Disbursements were not being reported within the 30-day requirement.

Resolution: A cross-functional team consisting of Finance, Financial Aid, and IT developed a file transfer submittal process to ensure compliance with Federal requirements. Instructions and training have been disseminated to the Colleges and the District's Financial Aid Policy & Procedures Manual has been updated to reflect this new process [DR2.13]. Additionally, Merritt College's data were resubmitted [DR2.14 and DR2.15].

Status: Resolved.

2014-003:   Special Tests and Provisions – Return to Title IV

Condition (2): Identification/ calculations of Pell Grant returns were not being completed.

Resolution: Corrective actions have been implemented at the Colleges to ensure R2T4 calculations are performed and that funds are returned as applicable in a timely manner. The District's Financial Aid Policies and Procedures Manual has been updated to reflect these revised procedures [DR2.16] and training was provided to all Colleges [DR2.17]. The District's Financial Aid team meets monthly with the Colleges to offer continued support and ensure compliance [DR2.18].

Further, key vacancies in the Financial Aid departments at the two Colleges cited have been filled as of November 2015 [DR2.19].

Status: Resolved

2014-004:   Special Tests and Provisions – Direct Loan Reconciliations

Condition (3): Loan records, data files and College records were not reconciled monthly.

Resolution: The District has implemented policies and procedures to verify that the School Account Statement (SAS) data file and the Loan Detail records included in the DOE's Common Origination and Disbursement (COD) system are reconciled with the District's financial records regularly. The District has provided training for College Financial Aid Office personnel and management to more efficiently perform the COD reconciliation process [DR2.20, DR2.21, and DR2. 22].

Status: Resolved

2014-006:   Equipment Management

Condition (4): Lack of tagging and protecting of assets purchased with Federal funds.

Resolution: Administrative procedures have been developed by the Purchasing Department, reviewed by the Internal Auditor, endorsed by the Planning and Budgeting Council and approved by the Chancellor to ensure appropriate controls over the safeguarding of assets and the recording of equipment inventory. Training was provided to the storekeepers and Business Directors at each college [DR2.23, DR2.24, and DR2.25]. In addition, the Purchasing Department has implemented quarterly audits at the Colleges and District office to ensure compliance [DR2.26].

Status: Resolved

2014-007:   Time and Effort Reporting

Condition (5): Time Certifications for employees working within Federal programs were not completed and/or submitted in a timely manner.

Resolution: The District Grants Coordinator has established a Compliance Assurance Program (CAP) that includes site training in time and effort reporting as well as regular communications to responsible college management. The District Grants Manual has been updated and distributed. A new Grants Administration Team (GAT), consisting of representation from the Colleges, Ed Services, Finance, and Student Services, has been formed and meets monthly to monitor grant compliance. Members visit the Colleges periodically to check on status of time

and effort certifications and provide additional training as needed [DR2.27, DR2.28, DR2.29, DR2.30, DR2.31, DR2.32].

Status: Resolved

2014-009:   Residency Determination for Credit Courses

Condition (6): Lack of thorough residency verification process performed at Colleges.

Resolution: Implementation of the following procedures: a query identifying students whose residency changed from their applications was created to generate a list that is provided to each College so each can conduct self-audits. Colleges verify the residency change and ensure that proper documentation was collected and that comments were entered into the system. The District requires that each College submit documentation of any changes to the District for record keeping. The District's Admissions & Records Team held compliance-training sessions for each of the Colleges and continues to provide ongoing support [DR2.33, DR2.34].

Status: Resolved

Audit Resolution Work Team:

In December 2014, the District convened an emergency meeting of Finance, Ed Services, IT, and Student Services personnel to address audit findings related to Financial Aid reporting and other deficiencies [DR2.35]. This group met and then reconvened as the Audit Resolution Work Team the following month (January 2015) when it began its cross functional collaboration of reviewing business processes, identifying root causes of process shortcomings, and developing sustainable solutions to these from a 'ground level' perspective [DR2.36]. This group met as needed,

throughout the year, and continues to meet, in order to address fiscal and reporting challenges identified by or submitted to the team [DR2.37 and DR2.38].

At the October 20, 2015, Board of Trustees meeting the newly-appointed Vice Chancellor for Finance and Administration presented a user-friendly version of the Corrective Action Matrix to report on the work of the Work Team and, more generally, on the District's progress in resolving its 2014 audit findings [DR2.39 and DR2.40]. The presentation included a Corrective Action Plan Summary, as well as progress slides on the twelve audit findings, that is, the six ongoing deficiencies and the six non-recurrent findings.

Each slide detailed the Corrective Action required; the Status to date of developing and implementing the action; the Evidence for such action; and the Responsible/point person for the continued monitoring of the action. Below is an example of one slide representing audit finding number 002.

PERALTA COMMUNITY COLLEGE DISTRICT
CORRECTIVE ACTION PLAN 2014-15
2014-002 Common Origination & Disbursement

Corrective Action	• Implement procedures to ensure student data is reported on a timely basis to the U.S. Department of Education's Common Originiation & Disbursement (COD) website within the required 30 days. (Repeat finding for Merritt College) • Accreditation District Recommendation #2 (Standard III.D.2.b, III.D.3.h)
Responsibility/Point	• Responsible: College President; Associate Vice Chancellor of Student Services; Associate Vice Chancellor of Information Technology • Point: Financial Aid Director
Status	• Under the supervision and guidance of the District Financial Aid Director, reports are now transmitted to the Federal Department of Education on a timely basis • To ensure compliance with Federal reporting deadlines, a file transfer submission process & instructions have been developed & disseminated to the Colleges • The District's Policy & Procedures Manual for Financial Aid has been updated
Evidence of Correction	• 2014 Peralta Community College District Financial Aid Policies and Procedures Manual • Merritt College Transmission Activity Log

3 | P a g e | P C C D C o r r e c t i v e A c t i o n P l a n S t a t u s

In November 2015 the Audit Resolution Work Team presented a Status Summary Report to District Management recounting their collaborative accomplishments over the past calendar year [DR2.41]. In the conclusion to the Report, the group recommended ongoing staff, faculty, and management training – with associated documentation—to ensure continued compliance. Additionally, the District's Internal Auditor has been working closely with other District management to schedule regular, relevant trainings [DR2.42].

<u>Continual Improvement</u>:

A significant cause of the historical internal control deficiencies at the District has been turnover in leadership in the District's Office of Finance and Administration. Over the past five years, for example, the District has employed three Vice Chancellors for Finance and Administration. Lack of consistent and permanent leadership in this area has challenged the District's ability to effectively develop and implement sustainable business process improvements.

In addition, the Office of Finance and Administration has lacked appropriate staffing to ensure a concerted and consistent focus on internal controls and operational business processes.   Under the leadership of the current Vice Chancellor for Finance and Administration, who was hired in August 2015, the Office of Finance and Administration has reworked its organizational structure to include two new, critical positions: a senior accountant and a payroll manager [DR2.43]. Both of these positions will provide additional support and guidance to the Colleges as well as to provide for enhanced internal controls monitoring and continued improvement.

The District's commitment to strengthening its internal controls and enhancing its business processes is evidenced by the marked decrease of audit findings over the past three years. Given the work of the Audit Resolution Work Team and other collaborative District efforts, the District has reduced completely its number of findings: the four findings noted in 2015 [SEE ALSO D2.2;DR2.3;DR2.4;DR2.5????] the fourteen findings noted in 2013, and the twelve findings noted in 2014.

The District is confident that the number of subsequent recurrent audit findings will continue to be minimal, if not non-existent. As the Audit Resolution Work Team and other cross-functional groups—such as the Grants Administration Team— continue their collaborative efforts, District

operations and compliance mechanisms are only strengthened. The re-organization of the

Finance Division, and ongoing leadership stability, will provide the requisite resources to support

this crucial work of audit reform.

Conclusion:

The District has resolved all ongoing deficiencies identified in the 2013 and 2014 external audit

findings and meets the Standards **(III.D.2.b, III.D.3.h).**

Now that the ongoing deficiencies have been resolved, and the non-recurrent audit functions that

are considered key to its operational efficiency, fiscal integrity, and educational services delivery

capacity have been addressed, the District is focusing its attention on other business processes

identified as needing improvement, e.g., debt issuance/management and purchasing/contracting

processes, thereby ensuring a model for ongoing improvement as PCCD strives to exceed

ACCJC Standards. The PBC shared governance body provides and ongoing forum for

discussion and evaluation. [DR2.46].

WE NEED THE LATEST LIST OF EVIDENCE HERE.

Recommendation 2 Evidence	
Evidence	**Title of Evidence Document**
1	*Peralta Community College District Annual Financial Report June 30, 2015* (excerpt): Auditor's Definition of Types of Control Deficiencies, page 85.
2	*Peralta Community College District Annual Financial Report June 30, 2013 (*excerpt)*, pages 70-100 *total 14 findings*
3	*Peralta Community College District Annual Financial Report June 30, 2014* (excerpt) pages 95-111, 10 findings
4	*Peralta Community College District Measure A General Obligation Bonds Election 2006 Audit Report June 30, 2014* (excerpt) Pages 5 through 7, (2) findings (Evidence #3 and #4 total 12 findings)
5	*Peralta Community College District Annual Financial Report June 30, 2015* (excerpt) Pages 94-99 (4) findings
6	*Peralta Community College District Annual Financial Report*

	June 30, 2014 (excerpt) Pages 100-106, (6) ongoing findings
7	*Peralta Community College District Annual Financial Report June 30, 2015* (excerpt) Pages 103-111, (6) ongoing findings resolved
8	*Peralta Community College District Annual Financial Report June 30, 2015* (excerpt) Pages 103-111, (8) ongoing findings resolved (Evidence 8 & 9: 10 total findings)
9	*Peralta Community College District Measure A General Obligation Bonds Election 2006 Audit Report June 30, 2015:* Status FY2014 Findings- (2) Findings resolved. Page 6-7
10	*Peralta Community College District Annual Financial Report June 30, 2015* (excerpt) Pages 101-103, (2) findings partially resolved
11	*Peralta Community College District Annual Financial Report June 30, 2015* (excerpt) Page 103, COD finding partially resolved
12	*Peralta Community College District Corrective Action Matrix 2014/15 Audit Updated July 27, 2016, Pages 1-10*
13	Peralta Community College District Financial Aid Policy and Procedures Manual, Pages 1-73 TOM EXTRACT SMALLER FILE
14	Resubmission of Merritt Transmission Activity Log- Pt 1
15	Resubmission of Merritt Transmission Activity Log - Pt 2
16	Peralta Community College District Financial Aid Policy and Procedures Manual, Pages 1-73 TOM EXTRACT SMALLER FILE
17	PCCD District Financial Aid Training Schedule
18	Peralta Community College District Financial Aid Supervisors Meeting Minutes
19	Peralta Community College District Financial Aid Supervisor JD
20	Direct Loan Recon Procedures- Peralta Community College District Financial Aid Policy & Procedures Manual
21	Laney Direct Loan Reconciliation
22	Merritt Direct Loan Reconciliation
23	District Fixed Asset Training Presentation Material
24	College Federal Asset Tag Training Session Notice
25	Revised AP 6551 Inventory of Property and Equipment
26	Example of Email Notification of Equipment Inventory Audit
27	Compliance Assurance Program (CAP) for Grant Management
28	Peralta Community College District Grants Manual in Process of Being Revised
29	Grants Administrative Team Charter
30	Revised Time and Effort Certification Form
31	Grants Training Schedule for Colleges
32	Sample Notification to College of Time & Effort Certification Follow-up Monitoring and Training
33	A&R Training Meeting Agenda July 10, 2014
34	A&R Training Meeting Agenda July 07, 2015
35	Peralta Community College District Emergency Financial Aid Meeting Minutes`
36	Audit Resolution Meeting Minutes Jan. 23, 2015
37	Audit Resolution Meeting Minutes Apr.12, 2016

38	Links to Audit Resolution Workgroup Meeting Minutes
39	Board Document-Audit Resolution Progress Oct.20, 2015
40	Corrective Action Plan 2014-15-Board Presentation Oct. 20, 2015
41	Audit Resolution Work Group Status Report to Management November 2015
42	Grants Training Schedule for College Grant Administration
43	Finance Department Organizational Chart Updated
44	PBC Meeting Minutes- Apr.29, 2016

2 August 2016

Recommendation 3

In order to meet the Standard, the team recommends that District General Services (DGS) work with college personnel to implement a plan to address total cost of ownership for new facilities and equipment, including undertaking critical deferred maintenance and preventive maintenance needs at the Colleges in order to assure safe and sufficient physical resources for students, faculty and staff (III.B.1, III.B.1.a, III.B.2.a).

I. Introduction:

Recommendation 3 addresses the need for the District General Services (DGS) Service Center to work with College personnel to implement a Total Cost of Ownership (TCO) Plan for new facilities and equipment, to include: 1.) critical deferred maintenance needs and preventive maintenance needs to assure safe and sufficient physical resources for students, faculty, and staff.

II. PCCD's Action Plan for TCO:

In response to Recommendation 3, an Action Plan to address Peralta's Total Cost of Ownership (TCO) was created by the Department of General Services (DGS) and the District-wide Facilities Committee (DFC) and presented at PCCD's Planning and Budgeting August Summit 2015 [DR3.1: DGS Action Plan, August 28, 2015]. The Plan included the following items:

1. New and Modernization of Facilities Projects
2. Equipment Needs (Technology Acquisition
3. Critical Deferred Maintenance Needs
4. Preventive Maintenance Needs: The Peralta Community College District (District) is responsible for ninety-eight (98) buildings throughout the District, including the District Administrative Center (DAC) with a total area of 2.2 gross square footage

5. New Facilities' Needs: BCC Annex on 2118 Milvia Street in Berkeley, Learning Resource Center/Library, BEST Center under construction and Student Center at Laney College; Building C for Humanities and Administration at COA, and the Merritt College Child Development Center.
6. Technology Acquisition: Equipment for Technology is funded from Bond Measures A & E.
7. Capital Project Programs: The District is replacing and/or modernizing some existing buildings, such as the Laney College Student Center, as part of its Capital Outlay Program, initiated in 2009 by the District through the Integrated Master Plan. Other new projects are being considered for deployment with the sale of the remaining Measure A Bond ($115 million).

In early October 2015, the TCO District Team Committee, was formed to systematically examine the TCO needs of all four Colleges and to formulate guidelines for an ongoing PCCD TCO Plan. The Committee membership includes: a Recorder, the Facilities Planning & Development Manager, the Chief Stationary Engineer for M&O, the Facilities Project Coordinators, the Director for Facility Maintenance and Operations, and the Vice Chancellor for General Services.

This Committee began its work by meeting with each College to address the TCO elements that are College specific and the resources needed to achieve College objectives. A list to create Capital Projects and scheduled and deferred Maintenance was presented. [DR3: 10/2/15 TCO Meeting Minutes DGS Team] The initial meetings with each College were as follows:

1. Oct. 9, 2015 - Meeting with Merritt College stakeholders [E3.9: TCO Meeting Minutes, October 9, 2015]
2. Nov. 4, 2015 – Meeting with Laney College stakeholders [E3.10: TCO Meeting Minutes, November 4, 2015]
3. November 23, 2015 – Meeting with Berkeley City College Stakeholders [E3.11: TCO Meeting Minutes, November 23, 2015]
4. Nov. 24, 2015 – Meeting with Berkeley City College Stakeholders [Evidence??]

Furthermore, Town Forums were held at each College (FILL THIS IN AND ADD EVIDENCE)

In November 2015, the Department of General Services presented a revised Total Cost of Ownership (TCO) document to Peralta's Planning and Budgeting Council in an effort to clearly establish and document "institutionally agreed upon, systematic procedures" for evaluating facilities and maintenance needs at all four Colleges. In this document, the term "total cost of ownership" was explained as a financial projection to help identify direct and indirect costs of a facility and equipment needs, to include the total economic value of the physical property investment. scheduled and deferred maintenance needs of the Colleges, custodian maintenance, and costs of technology acquisition and replacement. [E3.1: TCO Action Plan, page 1: November 2015]

III. Outcome of the meetings with the Colleges Regarding TCO:

A. Berkeley City College (BCC):

BCC is one of the four Peralta Community Colleges that had its new campus open its doors in September 2006. While the issues of preventive maintenance are always relevant, no major repairs were then necessary.

1. New Acquisition: On May 7, 2015 the District and the College procured new property(located on 2118 Milvia Street, Berkeley, CA) in an effort to provide more areas for student services, deployment of technology laboratories and "smart classrooms" and to decongest the single building College. The TCO for the new BCC site estimated for this project is included in the following link: http://web.peralta.edu/measurea/files/2015/04/04-28-15-BOT-Board-of-Trustees-Mtg-2118-Milvia-Property-TCO1.pdf

2. Indirect Costs: The College has expressed a need for additional indirect costs to be budgeted annually to meet its basic obligations. For example, because BCC is located in an urban location, parking for staff and faculty has to be rented as compared to other sister Colleges with their own

parking spaces. Additionally, the College has to pay for Security Guard services on an annual basis, whereas the District pays for security by hiring and contracting with the Alameda County Sheriff's Office.

3. Other Resources: Resources needs as identified by the College are listed below.

- Sheriff to patrol the College as a demonstration of security visibility.
- New Technology
- Instructional Equipment
- Library Supplies
- Classrooms Supplies
- Lab Equipment

B. Merritt College:

In early October 2015 the DGS met with Merritt College stakeholders to discuss and plan TCO as it impacts the teaching and learning environment at the College. Updating Educational and Facility Master Plans was discussed. Most of Merritt College's buildings and infrastructures were built in the early 1970's when the College moved from its historical site on Martin Luther King Blvd. to its present location in the Oakland Hills. The major topics for stakeholders were:

1. Preventive Maintenance: About 50% of the College work orders were for preventive maintenance such as fire drill testing according to District-Wide Work order request and needs. [E3.X: Sample Weekly Open Work Order Report, April 15, 2016] Other work orders were for adequate and proper lighting, hot water leaks, and uneven pavement hazards and plumbing.

2. Weed Abatement: Weed abatement is also a major requirement, not just for campus

aesthetics, but is required by the City of Oakland Fire Department as a precautionary measure

dramatized by the devastating urban fires in 1991. There are three Grounds workers/gardeners

assigned to the campus year round, but the District contracts out to vendors to assist with major

weed abatement every summer.

3. Maintenance Software: The District has recently acquired maintenance software [E3.X:

Maintenance Connect Executed Agreement] which is more user friendly and will enable the

College work order originators to know the ongoing status of such requests. This software was

implemented in May 2016 and will be evaluated in December of 2016.

4. Keys and Electronic Key cards: The College leadership has stated that the demand for keys is

a major issue. [E3.X: PCCD Draft Administrative Procedures – Key Control]. Custodians note

that they have to spend about 25% of their time opening doors.

The crux of the issue here is the District and College's ineffective key/card management process.

Plans to implement a new Key/Card policy District-wide should resolve this issue. Bid

specifications are being developed to select vendors to implement this task and work will

commence in Summer 2016.

5. Equity: Merritt College also asked for more equity in the distribution of maintenance

resources to the Colleges. The request was discussed at the District Facility Committee (DFC)

with a recommendation to the Planning Budget Committee (PBC) for considering their equity

request [Timeline needed here]. [E3.X: District Facilities Committee (DFC) Adopted Minutes,

February 5, 2016, pages 9-10]

6. Safety Issues: The District Facilities Committee unanimously agreed that issues of human safety should take priority over all College project requests. [E3.X: PBIM District Facilities Committee Meeting Minutes, March 4, 2016, pages 4-5]. For example, the College raised the issue of security cameras that were not operable. In response, the DGS staff indicated that that a vendor has been hired to fix and maintain all cameras District-wide. The vendor has started work and most of the cameras are now fixed and operational. [E6.13: Ojo Technology Contract]

7. Re-lamping: The issue of re-lamping the College sidewalks and other dark areas was raised at the March 2016 meeting [E3.X: DGS Task Team Meeting, March?? (Date)] In response, the District has implemented the following:

- Parking lot C lighting was restored as this parking lot has been dependent on solar and solar lighting accounts for 42% of the total lighting usage. In fact, a gold certification—explain—was recently awarded [E3: X]
- Portable lighters were rented to serve areas that were not well lighted.
- The lighting manufacturing company that installed most of the existing sidewalk lighting was contracted to replace the units that have burned out or give poor illumination and is expected to have a plan in place for future replacements.

8. Staffing Needs: An assessment of personnel determined that Maintenance Stationary Engineers with licenses to maintain mechanical (HVAC), and electrical and plumbing (EMP) were needed. These new staff will not only serve Merritt College, but other sister Colleges as well (Laney, Berkeley City College and College of Alameda). Because the College opened a new science building in September 2015, the Barbara Lee Science and Allied Health Center (the total square footage of the new science building is about 104,000), which houses various Science disciplines and emerging Biotech Sciences, it was determined that an additional Maintenance Engineer and a Custodian are needed to effectively maintain the Center. Finally, there is a need for additional supplies to adequately sustain the new and existing facilities. [E3.14: DGS,

Facilities Maintenance &Operations Proposed Reorganizational Structure, September 8, 2015]
[E3.5: Standard staffing level per square footage area]

9. Training of existing staff: Extended training of existing staff is vital to the success of any maintenance program as modern building technology requirements are constantly changing. The Director of Facilities Operations has been given the charge to ensure that existing maintenance personnel get additional training from their Local 39 Union Subsequent meetings to plan and implement training are on-going and are also reflected in the DGS Program Review [E3.15: DGS Program Review, Fall 2015]

10. New facility: The College plans to build a new Child Development Center that will house the current Child Development Program and the existing Center on the south east end of the campus. The TCO Guidelines are being considered as the College moves forward on this project. The Center will be paid for with District Capital Bond Outlays and leveraged with the State of California Chancellor's Office funds (contingent upon the passage of State-wide Capital Outlay Bond initiatives scheduled for the November 1, 2016 election). The total cost of the Project is approximately $18 million [E3.16: FUSION, JCAF-32, Child Development Center Project Details, 2016].

C. College of Alameda

1. Repairing or Replacing the Infrastructure: College of Alameda opened in 1968 y After 48 years, the infrastructure needs repairs and/or replacement while existing buildings need modernization.. [E3.17: November 24, 2015 Meeting Minutes].

2. Maintenance Personnel: The DGS hired an hourly Assistant Chief Stationary Engineer while conducting a search for a permanent position. The search culminated in December 2015 and the

selected candidate resumed work in January 2016. Another search for the position of Grounds worker/Gardener is on going.

A Director for Facilities Operations was also hired in January of 2016 to manage all facility repair needs of the College. Also, a search for a Director for Capital Outlay is being conducted to manage modernization and new construction.

The Alameda College leadership is committed to creating an inviting and welcoming campus for everyone. Areas of improvements addressed in the Action Plans include:

- Elevators (replacement to meet ADA requirement)
- Light fixtures (LED lighting for the Library)
- Additional space
- Building a new Theater
- Bookstore renovation
- Health Services – renovation of space
- New Fence for Auto and Diesel Building
- Chemistry Hoods project to offer additional classes on the main campus
- Completion of the Veteran Center
- Landscape contracting
- External painting of all the Buildings along Webster Street and Appezzato Memorial Parkway
- Internal painting of selected doors
- Mechanical HVAC project for the Library
- Ergonomic furniture for DSP

3. New construction: The District and the College are planning a New Building C that will house general classrooms and Administration. In keeping with this Educational Master Plan requirement, the Administration plans to sell the remaining Measure A Capital Outlay Bond this Spring 2016 to construct this building. A Steering Committee of the District and the College has been formed to continue planning for this project. [E3.18: Excerpts of Integrated Educational and Facility Master Plan].

D. Laney College:

Laney College, adjacent to the Peralta District Offices, is the largest of the four Colleges that

comprise the Peralta Community College District. About 43% of all Peralta students attend

school at Laney College. This urban academic institution is situated in 60 acres of land.

A plan for the on-going collaboration of the District and College leaders was established as part

of efforts to improve institutional effectiveness. The areas of discussions included:

- Capital Projects
- Scheduled Maintenance
- Differed Maintenance
- Life Safety related projects
- Outstanding work orders and plan to implement these requests

[E3.19: Meeting Minutes, TCO, November 4, 2015]

1. Personnel Needs: The DGS recruited two maintenance staff that will assist the College to deal

with Mechanical, Electrical and Plumbing (MEP) related types of repairs. The positions are:

Assistant Chief Engineer and Director of Facilities Operations. Other plans to hire additional

Stationary Engineers and Grounds worker/Gardener personnel are on-going; these new positions

are to be filled by early Spring Semester 2016 [Has this happened? Evidence needed here].

2. Work Technology Acquisition: In January 2016, a work order maintenance software known as

"Maintenance Connections" was acquired and is now being utilized. This software is web

enabled and will be more user friendly to assist the College Business Office, faculty, and staff.

"Maintenance Connections" is sophisticated in terms of functionality and will store data in the

cloud while providing stakeholders the status of their work orders via email. [E3.20: Contract for

Maintenance Connection] How are we evaluating?

3. Action Plans to Implement Work Orders: The DGS is conducting a formal bid to contract with outside vendors in the areas of MEP. These vendors will undertake the implementation of those work order requests that cannot be accomplished by the College Maintenance Engineers due to their complexity and sheer volume. It is expected that most of these tasks will be accomplished by Summer 2016. Some of these work orders that fall under Scheduled Maintenance will be completed by June 30, 2016.

Laney College expressed has articulated its concept of a TCO, which consists of:

- Alignment with the College Mission and Budget Planning Principles
- Importance of TCO
- Objectives of TCO as it relates to the facility
- Cost of utilities
- Establishment of ownership Guidance
- Building Modernization and Maintenance
- Guiding Principles for TCO in Strategic Planning

[E3.21: Total Cost of Ownership Mission and Planning Principles]

4. New Projects and Modernization:

A. Elevator Replacement: Plans are on going to design and fabricate new elevators for the LC Tower (nine-story) Building Elevator. The Building E elevator that will also be replaced.
B. Women's & Men's Locker Room Modernization: There is an urgent need to relocate the students' locker rooms in the main campus as the distance between the LC Athletic Field House and the women's and men's locker rooms does not meet Title IX requirements. An architect is being hired to design the project after the initial feasibility study is completed.
C. BEST Center: The Building Environmental Sustainability for Tomorrow (BEST) will allow additional student training, especially in the Career Technical Education (CTE) for Solar and Environmental Control Technology.
D. Swimming Pool Heating and Chlorination: Chlorination machines and commercial heaters will replace the existing units that often breakdown and impact swim lessons, as these units were not commercial by design.
E. Student Center: New construction is being planned to replace the existing Student Center. However, interim housing? is needed before the existing structure is demolished.
F. Laney Parking Lot Overflow: This project will add additional parking to accommodate College parking needs. This parking lot will be situated across the Highway 880 overpass.

G. Laney Library Learning Resource Center: This will be the biggest new construction project in the District and is expected to cost over $70 million. This proposed four-story building will provide study access to over 16,000 students that attend the College.
H. Zero New Energy building: The District broke ground in February 2016 for a Zero New Energy building for community education, the local economy, and environmental sustainability [EX: Laney College Facility Master Plan, 2012 Page 42] [E3.x: Road Map to the Future, 2009, page 39].

IV. Additional District Wide Technology and Facilities Considerations:

A .Addressing Deferred Maintenance, Capital Projects, and Safety Across the Colleges

There were 1,270 work orders in August 2015 and by the end of July 2016, there were only 160 outstanding work orders—only approximately 13% of deferred maintenance projects were not yet addressed! [E3.12: Weekly Open Work Order Report, July 21, 2016]. Additionally, there are plans to conduct a one-time outside contracting Stationary Engineering service for mechanical (HVAC), and electrical and plumbing (MEP) that will address the implementation of back-logged work orders with the understanding that the remaining requests will be manageable by the existing Stationary Engineering staff. [Evidence here].

Digital Radios for Ensuring Safety

- By June 2016, 2 way digital radios were deployed at all Colleges. These radios bridge communication between law enforcement officers, students, management, staff, faculty, and all PCCD constituents. These digital radios enhance safety measures for all. Programming and training in August Flex Cal so that radio can call the Peralta Police department. [Evidence here]

Modernization of New Facilities
- District Wide Facilities Committee submitted new request for deferred maintenance. The District has provided funding to complete a portion of the scheduled maintenance items. During the 2014-2015 and 2015-2016 fiscal years; the District made the sum of $3,800,000 available for various deferred maintenance projects. In 2016-2017 funding was also made available doe deferred maintenance in the amount of $1,256,881.00 district-wide.

Capital Project Programs
- District sold $50 million in Measure A bond monies in order to begin design and building of College of Alameda building C (general purpose humanities building). The money will also enable the Laney Library and Learning Resource Center project to be implemented. Planning is underway to build a new Student Center at Laney College.

C. Berkeley City College
   Modernization of New Facilities
- Students and stakeholders have voted to recommend the demolishing of 2118 Milvia and build a new College facility to house new programs and students services and faculty housing.

Technology Acquisition
- Information Technology Department has upgraded Voice Over IP (VOIP) to make connections better both cellular and data and voice campus wide.
- All the colleges received $100,000 each in 2014-2015; $160,000 each in 2015-2016 and $1,885,321 (total) will be allocated to the Colleges during the 2016-2017 fiscal year for Instructional Equipment.

Critical Deferred Maintenance
- The District has contracted with Netronix to fix and maintain gateway access controls for classroom locks in rooms 224, 218, and 227 at BCC.

D. Laney College
 Elevators
- A contract has been established for vendor (ThyssenKrupp) to replace elevators in Laney's nine story tower building as well as Building E that house the Laney Culinary Academy.

Theatre Flooring and Rigging
- This project has been completed.

Welding Lab
- This contract has been awarded. Construction to begin this project is eminent.

Fixing Broken Windows and Glass Doors
- Contract has been established to replace broken windows and doors resulting from vandalism campus wide.

L.E.D. Lighting
- L.E.E. lighting has been utilized to replace exterior lighting in the (36 external lighting fixtures) quad and outdoor areas at Laney. This project was completed Saturday July 29, 2016.

Cafeteria Modernization/ Construction
- Construction is ongoing.

B.E.S.T Center
- This project is under construction.

- <u>Deferred Maintenance</u> Deferred Maintenance work is being done in Laney College restrooms which are currently being painted; graffiti resistant mirrors as well as paper (toilet and towel) dispensers are being replaced and installed. This work is ongoing.

- HVAC air intake filters are being replaced DW.

E. Merritt College
Lighting
- The district has procured 75 drivers to replace sidewalk lighting that has burned out.

Parking Lot maintenance

- Parking lot striping and curbside painting has been completed at Merritt College.

Deep Cleaning

- Deep Cleaning in the quad area and terrain work in readiness for school opening had been completed.
- Cleaning of the chemistry and Biology labs is on-going

Insert ALAMEDA here

V. <u>Technology and Action Plan for TCO</u>

IT is a critical District-wide operation that needs to be addressed as part of Total Cost of Ownership. To effectively address TCO, it is necessary to establish an annual equipment replacement budget. The criteria to be used for this budget are as follows:

The annual allocation of the equipment funds on the basis of one or more of the following factors:

> a. Implementation of equipment for new curriculum
>
> b. The age of existing equipment
>
> c. Weekly Student Contact Hours (WSCH) growth in programs
>
> d. Technology Obsolescence

[E3.X: District Technology Committee Sept. 11, 2015].

The cost of acquiring technology and equipment is key to the network infrastructure across the Colleges and must be expended to attract and retain student, faculty, and staff. With the arrival of new IT leadership a more detailed action plan for the inclusion of IT into the District's TCO has also been addressed

Currently, the Colleges have both (FF/E) and IT funding allocations from the Measure A & E Bond Measures. The Colleges have been procuring computers, printers and other network infrastructures utilizing these allocated funds. [E3.3: Bond Measures A & E: Equipment IT and FF/E Procurement, June 2008 through March 2016.]

Instructional Equip/ Instructional Technology Broken down by College

College of Alameda	**$345,202.00**	As per BAM %
Berkeley City College	**$420,992.00**	As per BAM %
Laney College	**$738,669.00**	As per BAM %
Merritt College	**$380,458.00**	As per BAM %
TOTAL	**$ 1,885,321.00**	

Each College now develops a list of priority technology requests that is vetted though the College shared-governance process and submitted to the District Technology Committee (DTC), a sub-committee of the Planning and Budgeting Implementation Model (PBIM). The DTC then sends their recommended procurement to the Planning Budget Council (PBC) for deliberation using the Budget Allocation Model (BAM) seeking resolution with a recommendation to the Chancellor for action. During the 2015/16 fiscal period, the District IT unit was allocated $1.8 million which is equivalent to 1.5% of the District's total adopted budget. [Evidence: Process document] [E3.4: PCCD Adopted Budget, September 8, 2015]

It should be noted that while some Colleges (Laney, COA and Merritt) have adequate bond funding for equipment procurement from Bond Measure A, Berkeley City College has depleted its Information Technology (IT) allocations and thus needs to have budgeted annual allocations based on the above mentioned criteria (See page 17? B.). Plans to update the 2008/2009 Road Map that utilized Bond Measure A and E monies will be undertaken once the Education Master Plans District-wide is completed [E3.5: Road Map to the Future, 2009 page 37]. It is anticipated that the updated Road Map will be completed in the 2016-2017 academic year. [E3.X: Collaborative Brain Trust, Community College Consulting—WHAT IS THIS EVIDENCE?

VI. IT PLAN DETAILS:
It is anticipated that the IT Plan will include, but not be limited to:

a. IT Security and Assessment.

b. Continued work with consultants and the California Security Program to implement security, to include Perform penetration tests to the server room and Wide Area Network (WAN).

c. Review assessment report(s) and address improvements to ensure secured storage of students, faculty, and staff data residing on the District-wide systems.

d. Upgrade and replace dated network switches such as devices, which are 8-15 years old; devices which are end-of-life and end-of-support; and those devices that cannot support use of high speed network circuit.

e. BCP/DR plan – Determine which systems are deemed business critical; Cloud DR solution with replication and leverage colocation offsite facility.

f. It is expected that there will be continued expansion of web and cloud based solutions that will have a tendency of placing additional load on the District's WAN infrastructure.

Technology acquisitions on a District-wide basis go beyond network and personal computer purchases. Other critical elements include PeopleSoft Enterprise deployment for student registration, modules for instruction, and the infrastructure necessary for the Colleges to communicate, such as VOIP. Additionally, the District established standards for the deployment of Smart Classrooms in 2009. [E3.6: Standards for Smart Class Rooms, 2009]   These standards were further developed during the construction of the Barbara Lee Science Center and Allied Health Center at Merritt College. [Evidence: Standards Needed here]

VII. Physical Plant and Instructional Support Block Grants and Bond Measures

A. 2014/15 FYE: The Colleges received $100,000 each for Instructional Equipment and Library Materials during 2014-2015 for a total of $400,000 as part of the 2014-2015 Physical Plant and Instructional Support Block Grant from the State of California Chancellor's Office, in addition to the Bond measures. [E3. 2014-16 Physical Plant & Instructional Support Block Grants Certification for Expenditures, 2014, page 3]

B. 2015/16 FYE: During 2015-2016, each College also received the sum of $150,000 for

instructional Equipment and Library Materials for a total sum of $600,000 also from the 2015-

2016 Physical Plant and Instructional Support Block Grant from the State of California

Chancellor's Office. Though these are expressly one-time funds, there is a possibility that

funding from the State may continue in the foreseeable future. [E3. 2015-16 Physical Plant &

Instructional Support Block Grants Certification for Expenditures, 2015, page 3]

The funding resource allocations per College for Information Technology District-wide are as

follows:

Name of College	Beginning Balance Allocation (2009)	Available Balance 2016
*BCC	$3,067,376	$658,457
COA	$6,953,287	$3,860,973
Laney College	$12,504,868	$2,452,038
Merritt College	$7,494,026	$1,366,534
District-wide IT	$12,000,000	$1,455,421
District Adm. Center	$2,759,278	$1,116,649
TOTAL	$44,778,836	$10,910,069

*It should be noted that the above criteria was utilized to assess equipment and furniture
conditions, which explains why BCC that built a new campus with newer equipment (built 2006)
received the least allocation as measured in terms of equity.

VIII. Ongoing Critical Deferred, Scheduled, and Preventive Maintenance

A. Facility Conditions Assessment Study (FCA)

1) The District conducted a Facility Conditions Assessment Study (FCA) in collaboration

with the California Community College League in 2013. As part of the Colleges 5 year

plan, Colleges conduct this assessment every five years. Another update is due to be

completed by August 2016 and will help to determine ongoing Facilities and

Maintenance planning. The study will include the use of the California Community

College League's adoption of FUSION, or Facilities Utilization Space Inventory Options Net, a web-based application used by all 72 Community College Districts and the Chancellor's Office facilities staff to submit, plan, review, approve, and track facility activities [E3.X: 2013 FCI Report, FUSION, 2016?]

B. College Facilities' Committees:

2) Each College's Facilities Committees work with the President, Departmental chairperson, Business Director and the College Assistant Chief Engineers to develop a listing of Scheduled and/or Deferred Maintenance needs for the respective College. [Planning Budget Implementation Model 2009] Routine tasks include:

1. Work orders [E3.7: Weekly Open Work Order Report, March 4, 2016] are sent to the DGS on a daily basis and DGS regularly publishes this list to the Colleges.

2. All annual scheduled and Deferred Maintenance items (which may require outside contractors) are sent to the District-wide Facility Committee (DFC) for evaluation and planning. The Vice Chancellor for DGS and a faculty usually co-chair this Committee which prioritizes projects proposal and ranks them using the California Community College Chancellor's Office (CCCCO) criteria as follows: [E3.8: see CCCCO Deferred Maintenance Criteria, 2015] 2, 3, and 4 is same evidence with different page numbers?….

- To protect the safety of students and campus staff,
- To prevent the disruption to instructional programs,
- To avoid increased repair or replacement costs in the future

B. Scheduled Maintenance from the State Legislative Analyst Office (LAO):
   1. The order of priority for attending to the various projects is: When the State participates with a District on a joint venture, the criteria used are:

- Roofs
- Utilities

- Mechanical
- Exterior
- Other projects

Capital Projects: The State Legislative Analyst Office (LAO) criteria also rank (in order of priority) as follows:

- Classrooms and Labs
- Library/LRC
- Faculty and Administrative Offices
- Cafeterias
- Theater and Physical Education
- Roadways and Walkways
- Warehouse and Maintenance facilities

 The DFC Committee finalizes the ranking of these Scheduled and Deferred maintenance lists (above) and forwards them to the PBC by April 1 of every fiscal year.

This year, the PBC recommended that the Chancellor fund these projects (namely…..) utilizing the State allocation of $1.9 million with a caveat of giving propriety to life safety projects. Those projects that are in excess of this amount are deferred to the following fiscal year.

Presently, there is an estimated deferred maintenance need of over $12 million dollars District-wide [E3.X: District survey of Stationary Engineers from each college, (Attach survey list from 2014-15 Deferred Maintenance]. The cumulative average number of work order requests and preventive maintenance requests is estimated to be 1000 in any given week. This dire backlog occurred during the State of California budget crisis (2009) while at the same time the District utilized most of its funding for classroom instruction. At that time, all stationary engineers' positions were vacant due to resignations and retirements and were not filled. The State of California Scheduled Maintenance allocations to the Colleges ware also suspended between 2009 through 2013 due to the State of California Budget shortfall.

A. <u>Hiring Additional Maintenance Staff</u>:

A proposal to hire additional maintenance staff for all the Colleges has gone through the shared governance process and a recommendation was sent to the Chancellor for implementation. [E3.6: Facility Maintenance and Operations: Proposed Reorganizational Structure, October 2015, page 5]. The staffing needs require the recruitment of competent electricians, plumbers and Mechanical (HVAC) engineers that have licenses in their various trades.

The PBC also recommended that the Chancellor allocate 1.5% or $1,800,000 of the District adopted General Fund budget to the DGS with a view that outside contractors will be hired to undertake some of these work orders especially those that cannot be done in-house due to a lack of relevant skills. [E3.7: Custodial Services Cleaning Standards for the District 2016]

B. <u>Action plan for Custodian Services</u>:

There are cleaning standards to measure the level of maintenance at each College. The standards depend on formulae that take into account the number of facilities and the custodians necessary to perform custodian duties. The District is utilizing the Standard Format that was developed by nationally recognized leaders in Physical Plant Administration, including the Association of Physical Plant Administrators (APPA). The standards rank from 1-4, one meaning "orderly spotlessness" or the standard for a hospital to "unkempt," a standard that is not acceptable [Evidence: APPA Standards].

The summaries per College relative to custodian needs are as follows:

- BCC: 6 custodians, calculated standard 31,969 per custodian, casual inattention
- COA: 6 custodians, calculated standard 37,142 per custodian, casual inattention
- District: 6 custodians, calculated standard 20,111 per custodian, ordinary tidiness
- Laney: 15.5 custodians, calculated standard 35,120 per custodian, casual inattention
- Merritt: 9 custodians, calculated standard 51,529 per custodian, moderate dinginess borderline for unkempt.

This analysis indicates that Merritt College with a total square footage area of about 463,765 and only 9 custodians, needs to hire 3 more custodians in order to attain equity with the other Colleges. The District and the College plans to hire additional custodians for Merritt College especially given that the New Science and Allied Health facility with about 104,000 square feet opened in 2015. [E3.8: Action Plan Accreditation Commission for Community & Junior Colleges ACCJC, District Recommendation #3, August 28, 2015]

BAM RECOMMENDATION TO HIRE MORE STAFF GOES HERE.

New Hires: (REVISE AND UPDATE THIS SECTION)

Make lists here

Director of Facilities and Operations:

This position was filled from January 2016 to May 2016 and is currently filled with an Interim. Advertising is ongoing to fill this position again by October 2016 on a regular basis.

Project Manager to implement scheduled maintenance projects at the College and a Director of Capital Projects is being advertised to deal with modernization and new construction. [E3 12: DGS, Facilities Maintenance & Operations Proposed Reorganizational Structure, October 8, 2015] An Interim Project Manager was hired during early August 2016 and a regular position is being advertised with the intent to hire the full-time position by October 2016.

An Interim Staff Services Specialist for M and O was hired in July 2016 to deal with Colleges' requests for work orders and to support the Project Manager for implementing projects. It is anticipated that the interim position will be replaced by a regular hire by September 2016.

The District also hired 3 Stationary Engineers necessary to undertake both scheduled and deferred maintenance (mechanical, electrical, and plumbing MEP) One began work in July 2016 and two began in the beginning of August [evidence].

Groundskeepers:

As assistant GK was hired in June 2016 to coordinate maintenance of grounds and to assure that the College environments are more inviting.

By the end of August, it is anticipated that two replacement ASST Chief Engineers for COA and BCC responsible for day to day supervision of stationary engineers will be hired.

X. Conclusion

The Team recommended " that District's General Services work with College personnel to implement a plan to address Total Cost of Ownership for new facilities and equipment, including undertaking critical deferred maintenance and preventive maintenance needs at the Colleges, in order to assure safe and sufficient physical resources for students, faculty, and staff." Accordingly, the District constructed a DGS Action Plan for creating new TCO Guidelines. The TCO Guidelines were then reviewed by DGS in April and PBC in May 2016, and will be discussed at the PCCD August Flex Day. It is anticipated that the new TCO Guidelines will be adopted by the DTC and the PBC in September 2016.

At the same time, in 2015-2016, the District continues to make significant progress in addressing and satisfying deferred maintenance needs at the Colleges, "in order to assure safe and sufficient physical resources" for all members of the Peralta community. By listening to, and collaborating with the Colleges, concerted efforts to work together have resulted in tangible results in meeting Standards **(III.B.1, III.B.1.a, III.B.2.a).**

Recommendation 3 Evidence	
Evidence	Title of Evidence Document
1	DGS Action Plan - August 28, 2015
2	TCO Action Plan - November 2015, page 1
3	Pages 5-6, 8/28/15 ACTION PLAN, Accreditation Commission for Community & Junior Colleges (ACCJC), District Recommendation #3
4	DR.3.4 Page 7, 8/28/15 ACTION PLAN, Accreditation Commission for Community & Junior Colleges (ACCJC), District Recommendation #3
5	Page 8, 8/28/15 ACTION PLAN, Accreditation Commission for Community & Junior Colleges (ACCJC), District Recommendation #3
6	Page 9, 8/28/15 ACTION PLAN, Accreditation Commission for Community & Junior Colleges (ACCJC), District Recommendation #3
7	BCC Total Cost of Ownership Report—Board Approved, April 26, 2015
8	Page 18, 6/23/09 Road Map to the Future, Board Approved June 23, 2009
9	Page 18, 6/23/09 Road Map to the Future, 2009, Board Approved June 23, 2009
10	DGS Team Meeting Minutes – October 2, 2015
11	TCO Meeting Minutes, October 9, 2015
12	TCO Meeting Minutes, November 4, 2015
13	TCO Meeting Minutes, November 23, 2015
14	TCO Berkeley 2118 Milvia TCO link: http://web.peralta.edu/measurea/files/2015/04/04-28-15-BOT-Board-of-Trustees-Mtg-2118-Milvia-Property-TCO1.pdf
15	Sample Weekly Open Work Order Report, (insert latest version)
16	Maintenance Connect Executed Agreement
17	PCCD Draft Administrative Procedures – Key Control
18	Pages 9-10 – 2/5/16 District Facilities Committee (DFC) Adopted Meeting Minutes
19	Pages 4-5, 3/4/16 PBIM District Facilities Committee Meeting Minutes

DRAFT:
July 31, 2016

Recommendation 4

In order to meet the Standards, the District should clearly identify the structures, roles and responsibilities, and document the processes used to integrate human, facilities, technology, planning and fiscal planning in support of student learning and achievement and regularly evaluate the process in order to fairly allocate resources to support the planning priorities. (Standard III.A.6, III.B.2, III.C.2, III.D.4, IV.B.3.g)

1. Introduction:

Recommendation 4 addresses the need for the District to: 1.) Identify the structures, roles and responsibilities used to integrate human, facilities, technology, planning and fiscal planning in support of student learning and achievement, 2.) document the processes used to integrate human, facilities, technology, planning and fiscal planning in support of student learning and achievement, and, 3.) regularly evaluate the process in order to fairly allocate resources to support the planning priorities.

2. Peralta's Planning and Budgeting Integration Model (PBIM):

Peralta's Planning and Budgeting Integration Model (PBIM) includes two major components to support integrated planning and resource allocation: (1) the District Strategic Plan and, (2.) Program Review (conducted every three years with an Annual Program Update (APU). The original PBIM Model—which continues to serve the District-- was designed in 2009, with the assistance of MIG, an advisory group that specializes in planning, designing, and prioritizing educational goals and assessment. [DR4.1: Evidence].

The PBIM continues to function as the central mechanism in providing the shared governance structure for District-wide operational planning and budgeting, and the implementation of the PCCD Strategic Plan. The purpose of the PBIM is to provide a clear process for planning and budgeting decision-making throughout the District.

The specific functions of the PBIM are to: (SHORTEN)

(1) Integrate planning and budgeting across the four Colleges and the District Service Centers;

(2) Bring the expertise of the four Colleges together to focus on trends, best practices, and student learning and success;

(3) Support a culture of collaboration;

(4) Streamline decision making among the Colleges and District Service Centers by providing a transparent process of collaboration and making recommendations leading to decisions; and,

(5) Provide a mechanism for implementing the District's Mission, Strategic Goals, and Institutional Objectives. [DR4.2: PBIM Handbook Overview].

(6). Serve as an advisory Committee to the Chancellor and to make recommendations.

A. District-Wide Advisory Committees

Integral to the PBIM is a District-wide planning and budget advisory system consisting of three broad subject-matter Committees that review and recommend decisions that build on District Service Center Functions, College Program Reviews and annual Institutional plans, goals, and objectives. These Committees are the District Technology Committee (DTC), the District Facilities Committee [DFC], and the District Education Committee (DEC). Each District Committee reports to the Planning and Budget Council (PBC). See page 5.
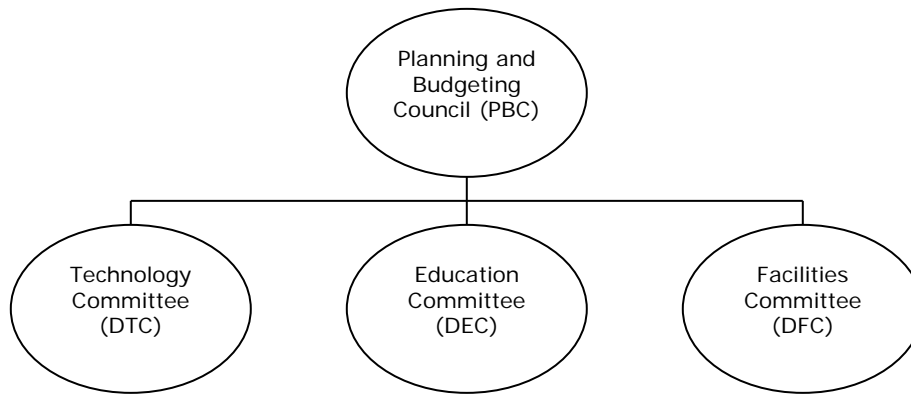
Specifically, the DTC, DEC, and DFC are charged to:

(1) Stress the use of Program Reviews and Annual Program Updates in making decisions

(2) Seek collaborative solutions that utilize resources on a District-wide basis

(3) Assist in developing District-wide strategies that are acceptable to all Colleges

(4) Provide feedback to the Colleges on decision making

(5) Provide technical reviews of College priorities

(6) Ensure consistency between College requests and existing approved projects and identify opportunities for College-to-College collaboration where resource sharing could be useful.

(7) Make recommendations based on long-term Strategic Goals, annual Institutional Objectives, and Program Reviews (and Annual Program Updates).

(8) Forward recommendations to the Planning and Budgeting Council (PBC).

[DR4. 3: PBI Handbook roles' and responsibilities' for Committees]

B. Planning and Budgeting Council

The Planning and Budgeting Council (PBC) receives and reviews recommendations from the three District subject matter Committees (DTC, DEC, and DFC described above) and makes final recommendations to the Chancellor regarding educational and resource priorities, Board Policies and Administrative Procedures, and new initiatives. For some issues, the PBC recommends resolutions where there is not agreement, e.g., issues between the Colleges and District Service Centers or among the Colleges.

The PBC performs the following specific functions:

(1) Affirms consistency in Strategic and educational plans

(2) Recommends a coordinated, District-wide planning approach

(3) Recommends a prioritization of plans across subject areas and Colleges

(4) Identifies funding approaches to support priorities.

(5) Focuses on educational and resources priorities, Board policies and administrative procedures, and integrated planning and budgeting.

(6) Critically reviews recommendations from the subject area Committees.

(7) Makes final recommendations to the Chancellor.

In looking at the overarching purpose of the PBIM, the following considerations are key:

(1.) Educational planning is the foundation of all District decision-making

(2.) A structured participatory governance process must be transparent and coherent

(3.) The Planning and Budgeting Integration Model is the official guide for all decision-making recommendations

(4.) Integrated planning, budgeting, and resource allocation has multiple cycles:

a. Strategic Planning (6 years)

b. Program Review (3 years)

c. Annual Program Updates (in non-Program Review years)

(5.) All planning is integrated with the District's Strategic Goals and Institutional Objectives.

The PBC is also responsible for participating in the development (and implementation of) the District's and Colleges' Strategic Plans. Oversight includes tracking various recommendations and determining whether the recommendations are implemented. If particular recommendations are not implemented, the PBC documents a rationale for its decisions.

Finally, the PBC ensures accountability in planning deliberations by determining whether agreed upon steps in the process are followed.

C. PBIM Training Workshop (SHORTEN THIS)

Each aforementioned Committee provides informal training at the start of each academic year, however, in November 2015, a more formalized PBIM Workshop training was held for all Committee members, the goal being to provide more in-depth training for those who serve on the PBIM Committees, especially for those new Committee members. Workshop topics included common operating principles, the purpose of each subject matter Committee, and a more detailed focus on the overall purpose of the Planning and Budgeting Council. Each attendee was provided a: (1) PBIM Overview document, (2) PBIM Flow Chart, (3) PBIM meeting calendar, (4) PCCD Calendar for Planning, Program Review, and APUs, and (5) 2015-2016 Committee Membership lists [DR4.4: Flyer that is posted online].

D. Developing PCCD Strategic Goals and Objectives

Each year the District holds its annual PBIM Summit (referred to as the August Summit) as the "kick-off" event for developing PCCD goals and objectives. At the August Summit, Senior staff, in collaboration with participatory governance Committees, develop PCCD's Strategic Goals and Institutional objectives.   August Summit outcomes then serve as annual work plans, providing accountability and helping the leadership to identify where progress needs to be made.

SHORTEN

The August Summit is generally held offsite and PBIM Committee members are expected to attend and participate. At the Summit, the Chancellor provides a brief overview of the State of the Peralta Community College District. Typically the Vice Chancellor of Finance provides a Budget Report, the Vice Chancellor of General Services provides a Facilities update, and the Associate Vice Chancellor of Instructional Technology (IT) provides an IT update and addresses new IT projects. At this time, the Strategic Goals and Institutional Objectives are then set for that academic year. In the afternoon, Committee Break-out Sessions are held and the Committees review the results of a May PBC assessment survey pertaining to the previous year's Strategic Goals and Institutional Objectives. The Committee also establishes goals/activities for the new academic year and aligns them with PCCD's Strategic Goals and Institutional Objectives. At the end of the day, each of the Committees provides a report on their respective sessions. The August Summit has proven to be a valuable tradition to begin the PBIM planning process each academic year.

In September of each academic year, the Governing Board approves the Institutional Planning

Budget (IPB), as the Colleges and the District refer to this calendar to plan and coordinate their

IPB work as they work to address the Strategic Goals and Institutional Objectives. In 2015-

2016, the IPB was approved at the September 8, 2016 Governing Board meeting [DR4: PCCD

Governing Board Agenda, September 8, 2015, p 4.

The 2015 Strategic Plan was approved by the Board of Trustees IS THIS TRUE??? IF SO,

WHERE, WHEN? [EVIDENCE: GB MINUTES Sept or Oct. of 2015…….]

E. Implementation of the Strategic Plan Under PBIM:

The PCCD Strategic Plan—prepared every 6 years-- is implemented in a manner that respects

the participatory process of the organization and the autonomy of the four Colleges. The design

is to provide the broad direction from which the Colleges can develop their own strategic and

operational plans in responding to the populations they serve and aligned with the 2013

California Community Colleges System Strategic Plan. [DR4 2015 Strategic Plan Appendix].

The Strategic Plan has sections include:

Section I, Introduction: provides an overview, articulates the purpose of the Plan and describes

the process used in creating the Strategic Plan.

Section II, Guiding Framework: presents the mission, principles, and values that serve as the

foundation for the plan.

Section III, Strategic Planning Context: summarizes major issues and trends affecting District-

wide planning beginning with mega trends that are expected to have the greatest-impact on the

District, and also provides data on demographic changes, student success measures, and job projections in Alameda County.

Section IV, Goals and Institutional Objectives: presents the overarching strategic goals of the Peralta Community College District and the Institutional Objectives which are the framework for achieving and assessing success.

Section V, Implementing the Strategic Plan: describes planning cycles and the approach for ensuring that the Plan will serve as the driver for institutional planning, budgeting, and resource allocation.

Section VI, Appendix: contains sources utilized in completion of the Plan. [DR4 2015 Strategic Plan, page 3].

The 2015 Strategic Plan sets forth the following 2015-2016 Strategic Goals: A. Advance Student Access, Equity, and Success; B. Engage and Leverage Partners; C. Build Programs of Distinction; and, D. Strengthen Accountability, Innovation and Collaboration, and states specific Institutional Objectives to align with each Goal. [DR4 2015 Strategic Plan, page 39]. As PBC engages in ongoing planning, the Strategic Plan serves as a foundation reference document [DR 4 Sample PBC Agenda…….]

F. BPIM Annual Calendar for Planning, Program Review, and Annual Program Updates

PCCD also provides a yearly Planning and Program Review calendar, developed by the PBC co-chairs????, that is used by the PBC. This calendar includes a timeline to develop research, District and College-wide planning, and budget development for use in the assessment of Strategic Goals and Institutional Objectives. The 2015-2016 PCCD Planning and Program is a

useful reference document for integrated planning for the District [DR4.5: PCCD Planning and Program Review Calendar, November 2016].

3. Resource Allocation Processes (SHORTEN)

There are four Resource Allocation processes which affect the Colleges that are made at the District level through the PBIM structure. These processes pertain to the distribution of:

- Faculty Resources
- Staff Resources
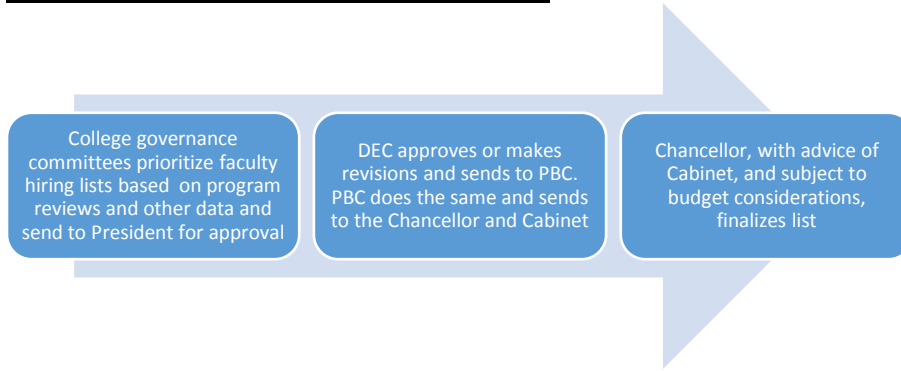- Technology Resources
- Facilities Resources

The Resource Allocation processes originate at the Colleges and at the District Service Centers, where each College, through its respective Governance Committee, and each District Service Center, prioritizes its resource needs as part of their Program Reviews. The prioritized resource requests are then moved forward to the appropriate District PBIM Committee.

As noted earlier (page number here???), at the District level, the PBIM Committees receive and approve prioritized resource requests from the Colleges and District Service Centers. The Committees then send the prioritized resource requests to the PBC which are then sent to the Chancellor's Cabinet, where they are prioritized in one list and, subject to budget limitations, are approved by the Chancellor.
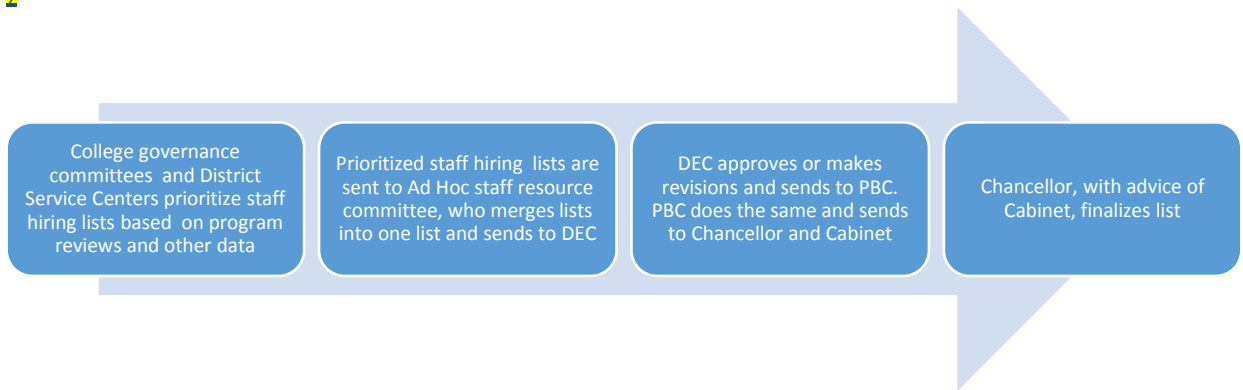
In March 2016, the PBC approved the development of an Ad Hoc Taskforce--Resource Allocation Task Force—Classified Staff (RATF-CS) to provide more equitable distribution of resources and to strengthen Human Resource Planning by providing a structure for requesting classified staffing that are not under the purview of review by the DTC, DEC, or DFC [DR4: RATF-CS May 2016 Minutes].

The following diagrams illustrate the PCCD PBIM resource allocation processes:

A. Faculty Resource Allocation Process

College governance committees prioritize faculty hiring lists based on program reviews and other data and send to President for approval

DEC approves or makes revisions and sends to PBC. PBC does the same and sends to the Chancellor and Cabinet

Chancellor, with advice of Cabinet, and subject to budget considerations, finalizes list

Staff Resource Allocation Process (including addition of Ad Hoc Staff Resource Committee)

College governance committees and District Service Centers prioritize staff hiring lists based on program reviews and other data

Prioritized staff hiring lists are sent to Ad Hoc staff resource committee, who merges lists into one list and sends to DEC

DEC approves or makes revisions and sends to PBC. PBC does the same and sends to Chancellor and Cabinet

Chancellor, with advice of Cabinet, finalizes list

B. Technology Resource Allocation Process

College governance committees and District Service Centers prioritize technology request lists based on program reviews and other data

Prioritized technology request lists are sent to DTC, who merges lists into one list and sends to PBC

PBC approves or makes revisions and sends to Chancellor and Cabinet

Chancellor, with advice of Cabinet, finalizes list

C. Facilities Resource Allocation Process

| College governance committees and District Service Centers prioritize facilities request lists based on program reviews and other data | Facilities request lists are sent to DFC, who merges lists into one list and sends to PBC | PBC approves or makes revisions and sends to Chancellor and Cabinet | Chancellor, with advice of Cabinet, finalizes list |
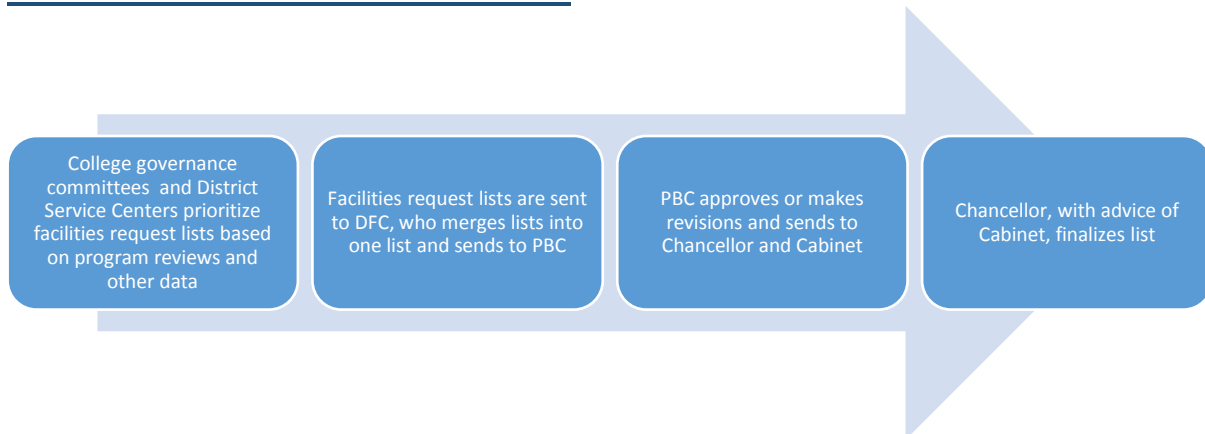
4. Budgetary and Academic Collaboration in Shared Governance

Regular and ongoing budget updates are provided at the Planning and Budgeting Council and it is the expectation that information from the three subordinate Committees will be taken back to the Colleges by Committee members. Information is widely shared at College planning committees as well as posted on the District website [DR4: Sample minutes and screen shot Web]. Historically, the Vice Chancellor of Finance and Administration has served as a co-chair (IS THIS TRUE FOR DAS?) In 2015-2016, The Vice Chancellor of Finance and Administration and the District Academic Senate President again served as co-chairs of PBC assuring that reports regarding finances were regularly addressed and answers to questions regarding the budget were answered. As a complement, shared governance issues pertaining directly to the education were addressed by the leadership of a faculty co-chair . The Vice Chancellor of Finance and Administration will serve as co-chair of PBC in 2016-2017 as well.

The PBC forwards recommendations regarding resource allocation and funding to the Chancellor by April 30 of each year.

The Chancellor and Chancellor's Cabinet then review PBC recommendations and reconciles them against May Revise budget information. The Chancellor's Cabinet advises the Chancellor who determines the final resource allocations for the upcoming Tentative Budget. The Vice Chancellor for Finance and Administration then conducts College budget forums on State budget, as needed, and addresses questions pertaining to the PCCD budget development process [Evidence—Ask VC Little if he has evidence of Budget forums].

5. 2015-2016 Revisions to PBIM Resource Allocation Structures.

An ongoing revision of the District's Budget Allocation Model (BAM) promises to improve the equitable distribution of resources in overall PCCD budget and planning (See District Recommendation 8 PAGE NUMBER). The newly revised Technology Plan (See District Recommendation 8 PAGE NUMBER) will also refine and integrate the role of technology planning and implementation for PCCD, as will the Human Resources Staffing Plan which was introduced to PBC in May 2016 and will be discussed at the District August Flex Day [DR4 PBC May 2016 Minutes, page……..] [District Flex Agenda, August 2016].

6. District Program Review:

In addition to adherence to the District Strategic Plan, the second component of integrated planning is Program Review. Every three years, Comprehensive Program Reviews are conducted (and Annual Program Updates in the off years). The Program Review provides a structure and process for resource allocation based on data. In the 2015-2016 academic year, the District conducted a Program Review of each of its Service Areas.

Throughout these planning cycles and activities (yearly, every three years, and every six years),

the collective results aim to achieve the strategic goals of the Peralta Community College

District.

In 2015-2016, a Program Review web site was created. On this web site, the following

documents can be found, to include:

2015 Planning and Program Review Calendar
PCCD Calendar for Planning and Program Review
2105 CTE Program Review Handbook
2015 Instructional Program Review Handbook
2015 Library Services Program Review Handbook
2015 Counseling Program Review Handbook
2015 Non-Instructional Program Review Handbook
2015 District Service Center Program Review Handbook
Annual Program Update Template (May 2016)
2014-2016 Program Review Task Force Summary Report
Validation of the District Service Center's Program Review Reports

The web link: http://web.peralta.edu/programreview/

The Peralta Community College District Program Review provides Program and/or Department

accountability by collecting, analyzing, and disseminating information that will inform integrated

planning, resource allocation, and decision-making processes.

The primary goals for Program Review aim to:

1. Provide a mechanism for demonstrating continuous quality improvement, producing a
foundation for action.
2. Strengthen planning and decision-making based upon current data.
3. Identify resources needs.
4. Develop recommendations and strategies concerning future directions and provide evidence to
support plans for the future, within the department, at the College and at the District level.
5. Inform integrated planning at all levels within the College and the District.
6. Ensure that educational programs reflect student needs, encourage student success, and
improve teaching and learning, which includes the assessment of student learning outcomes.

The District Program Review process of 2015-2016 began in Spring 2015 with a Program Review Task Force that met frequently beginning in Fall 2014, with the ongoing purpose of updating all Program Review Handbooks [DR4. Sample Task Force Minutes]. The Colleges and District Service Centers completed their Program Reviews at the end of January 2016. In February 2016, the Task Force validated all Program Reviews and created a matrix of all results using the validation rubric that is listed in the appendix to the District Service Center Program Review Handbook [EVIDENCE: Handbook]

All Program Reviews have sections for Human Resource Needs, Equipment and Technology Needs, Facility Needs, Professional and Organizational Development Needs, as well as sections to include "Other" Needs. Each of these areas require linking requests to an Administrative Unit Outcome and a Program Improvement Objective and to provide a specific reason and/or evidence of the need.

In May 2016, 13 recommendations developed by the Program Review Task Force were distributed to the District Academic Senate (DAS) and District Education Committee (DEC). Specific recommendations included the creation of a permanent District-wide Program Review Committee, the revision of the College Program Review Handbooks, the recommendation to conduct training for researchers on data collection, the recommendation provide specific trainings for faculty and staff, and a recommendation to require each College to provide annual summaries and lists that address all components of Program Review and Annual Program Unit (APU) documents [DR4   PCCD 2014-2016 Program Review Task Force Summary Report, pages 4 and 6].

7. PBIM Annual Assessment:

At the end of each academic year, a PBIM assessment survey is conducted. The goal is to assess what worked well and what could be improved. The results are reviewed by the PBIM Committees at the next academic year's August Summit.

Furthermore, at the end of each academic year's planning cycle, the District typically prepares a Strategic Plan report that represents the progress each College has made on the Strategic Plan's stated objectives for each of the stated goals. Setting annual objectives and reporting progress in attaining those objectives are critical tools for managing the District and the Colleges.

When does the District assess Strategic Goals and Objectives? SUMMIT?? [EVIDENCE?

A. 2014-2015 Assessment and Improvements to PBMI

SHOULD THIS SECTION BE CROSS REFERENCED WITH REC. 6?

In 2015, based on the assessment of goals, there were updates made to the PBIM process. The four primary areas of improvement were:

1. The revision of the composition of all Committees (FROM WHAT TO WHAT. Research.

2. The enhancement of existing definitions and overall processes (Explain)

3. The addition of planning related actions that ensure accountability (e.g., annual committee goal setting and annual assessment of those goals).

4. The alignment with PCCD Strategic Goals and Institutional Objectives [DR4. PBC September 2015 minutes].

B. 2015-2016 Assessment of PBIM

The PBIM 2015-2016 assessment revealed that there are areas where PBC is doing well, e.g. "good engaged participation," "having a forum for people across the district to get informed," "The PBIM process is good for promoting communication across the District...," "meeting regularly," etc., others were not satisfied, e.g., "not clearly defining task…," "downsize the group…too many people. Too many agenda items," "too often the district perspective is lost and college-level discussions take over meetings…," etc. Additionally, at the May 2016 meeting of PBC, the Chancellor addressed the PBC and distributed a draft plan for consideration that envisions a restructure of PBC for the membership to consider in the 2016-2017 academic year, his reasoning being to improve the overall existing planning and budget decision making PBIM [DR4: Chancellor's Draft PBC Plan…..]

8. 2016-2017 August Summit

The 2016-2017 August Summit will be held on August 28, 2016. In response to suggestions from the PBIM May 2016 Assessment such as "create protocols for all communication streams," "communication should be task oriented," provide budget, planning, and/or policy info at the first meeting of the year……" [PBIM Assessment Survey, May 2016, page 39] one goal is to refine the PBC shared governance process by including more specific training for the PBC members, e.g., Brown Act and Robert's Rules of Order, Agenda and Minute taking protocol. Another goal is to assist the PBC Committees to develop more Ad Hoc Committees to streamline PBC agendas and to be more productive and efficient. Finally, the 2015-2016 Strategic Goals and Objectives will be assessed and results discussed at the first PBC meeting in September 2016. [DR…..August Summit agenda].

9. Conclusion:

The PCCD's Planning and Budgeting Integration Model's strategic goals and objectives

identifies and provides structure to: (1.) the overall District Strategic Plan, and (2.) the Program

Review of human resources, facilities, technology, and fiscal planning continues to be assessed

and refined. The PBIM links program review, planning, and the equitable distribution of

resources with the goal of supporting planning priorities to support student learning and

achievement. The District is fully engaged in the ongoing assessment of PBIM and changes are

being discussed and instituted, with plans to further refine the entire structure in 2016-2017. The

District has met Standards III.A.6, III.B.2, III.C.2, III.D.4, IV.B.3.g and will continue its work to

improve identify and document the structures that lead to the improvement of student success.

Recommendation 4 Evidence	
Evidence	**Title of Evidence Document**
1	
2	PBIM Handbook Overview
3	**PBI Handbook roles' and responsibilities' for Committees**
	Flyer that is posted online
	PCCD Governing Board Agenda, September 8, 2015, p 4.
	EVIDENCE: GB MINUTES sept or october of 2015…….] 2015 Strategic Plan Appendix]
	2015 Strategic Plan, page 3
	Sample PBC Agenda…….
	PCCD Planning and Program Review Calendar, November 2016
	DR4: RATF-CS May 2016 Minutes
	Sample minutes and screen shot Web
	Evidence—Ask VC Little if he has evidence of Budget forums
	PBC May 2016 Minutes, page…….
	District Flex Agenda, August 2016
	Sample Task Force Minutes
	Handbook
	PCCD 2014-2016 Program Review Task Force Summary Report, pages 4 and 6
	PBC September 2015 minutes
	Chancellor's Draft PBC Plan…
	August Summit agenda

Recommendation 5: In order to meet the Standards, the team recommends that the District ensure the retention of key leadership positions and that adequate staffing capacity is available to address the demands of three critical areas reflected in the accreditation standards: Institutional Effectiveness and Leadership, Institutional Research, and Financial Accountability and Management (III.A.2, III.A.6).

Overview:

Recommendation 5 addresses the need for the District to: 1.) Retain key leaders, and, 2.) Assure that adequate staff is available to meet the demands of three critical areas: Institutional Effectiveness and Leadership, Institutional Research, and Financial Accountability and Management**.**

I. Assuring Adequate Staffing Capacity for Institutional Effectiveness and Leadership, Research, and Financial Accountability and Management:

A. Introduction:

The Peralta District is a four College and District Office institution with over 2,100 full-time and part-time employees. Peralta, not unlike many other districts, has experienced a number of key leadership vacancies at the District office and the four Colleges due to retirements, the desire for personnel to relocate out of the area, for family or personal reasons, and the desire to pursue other professional opportunities.

In response to Recommendation 5 and to meet Standards III A.2 and III A.6, the PCCD Governing Board took action to appoint a new Chancellor who would work to assure adequate staffing capacity for the District and Colleges and to institute an ongoing plan to ensure the retention of key leadership.

B. Appointment of New Chancellor:

In January 2015, the Chancellor announced his intent to retire effective July 2015. The Board of Trustees initiated a national search for the next Chancellor and instructed the Human Resources Office to begin the search. Through a public and competitive process, the Board selected a search firm from the California Community College Search Service [DR.5.2.].

In February 2015, the PCCD Governing Board then utilized a Survey Monkey to solicit public input in the community regarding what characteristics and attributes were desired in the next Chancellor. [DR.5.3].

Highlights from the survey included desirable leadership   attributes such as the ability to:

- Address accreditation issues

- Engage in strong fiscal and operational leadership

- Build a strong and effective management team

- Focus on student success

- Create an enrollment management plan to deal with declining enrollment

- Obtain data driven results for District and College improvement

- Make lasting internal changes

- Lead strong Strategic planning efforts

Additionally, in February 2015, the Board conducted a public forum with the search consultant to discuss the Survey Results and to finalize the Chancellor's profile (DR4)

The Board then appointed a diverse 13 member selection Committee including representatives from the student body, classified staff (SEIU and Local 39, Classified Senate), faculty (Peralta Federation of Teachers and Academic Senate), management, confidential employees, and members of the communities served by the District [DR5]. Following a successful national search, the Board appointed a new Chancellor who assumed his post on July 1, 2015.

The Chancellor's Opening Address at the Districtwide Flex Day in August 2015 reflected his commitment to strengthen Institutional Effectiveness and to make changes that would include professional development opportunities to retain key leadership. At this time, the "New Peralta Way" was introduced, a District program calling for changes to strengthen leadership and redouble efforts to provide better District Services to the Colleges and to improve student success. REFER TO SPEECH……………(DR5-Speech). In February, the Chancellor announced plans for a Reorganization, which would be ongoing throughout the academic year (DR Reorg. Memo). After only one year, the Reorganization has been gradually implemented, to include the addition of new positions or the reassignment of in-house personnel (see narrative below) to reflect the Chancellor's pledge to ensure that staffing and leadership are more stable and centered on student success.

II. Hiring of Administrators and Staff (existing positions):

A. Vice Chancellor of Finance and Administration:

In June 2015, the Interim Vice Chancellor of Finance and Administration, announced an intent to retire effective August 2015. Because this position is a key senior management level position which provides leadership and support to the Colleges regarding budget planning and fiscal

resources, the District rapidly commenced a search for a new officer. The new Vice Chancellor of Finance and Administration assumed the position in August 2015 [Evidence].

Since the new Vice Chancellor for Finance and Administration assumed the post, much of the initial focus has been to resolve the District's financial audit findings, some of them recurring, and to form a cross functional Task Force to evaluate and refine the existing Budget Allocation Model (BAM) for the District [EVIDENCE].

The new Vice Chancellor for Finance and Administration also recognized the need for some additional staffing to enhance the District's internal controls and to improve support service levels to the Colleges. Two new positions were created and filled: a Payroll Manager (filled in June 2016) and a Senior Accountant (filled in March 2016). (DR5: JDs and Board Minutes). In November 2015, a new Budget Director was hired to replace the interim (DR5 JDs and Board Minutes).

From a recommendation of the District Office Reorganization, an employee of the General Services Department handling general obligation bond budgets/ expenditures was reassigned to the Finance and Administration group. This employee now reports directly to the Vice Chancellor for Finance and Administration, allowing for more effective monitoring and planning for resource needs related to bond projects and construction and increased financial accountability.

B. Special Assistant to the Chancellor and Chief of Staff:

As the District reassessed its needs and determined how best to effectively provide District level support to the Colleges regarding institutional research and institutional effectiveness, the District decided to eliminate the position of Deputy Chancellor and developed, in its place, the position of Special Assistant to the Chancellor and Chief of Staff. (DR5 JD). In addition, under

the District's reorganization, the Chief of Staff was assigned responsibilities for the Institutional Research office, Workforce Development, and Student Equity and Success, which were previously under the office of Educational Services. This position also provides supervisory support of external legal counsel.

C. Vice Chancellor Student Services.

The Vice Chancellor of Student Services position. was eliminated in 2013 and at that time, the Associate Vice Chancellor position was developed. However, under the Chancellor's Reorganization, the Vice Chancellor position was re-established in July 2016 to provide a higher level of leadership to student services (SEE Also Merritt College, page……. President reassigned to this position).

D. Interim Director of Human Resources:

The Director of Human Resources is responsible for providing technical support and advice to the Colleges regarding recruitment and employment, retention, classification, compensation and performance management, staff training, employee relations, and employee health and welfare benefits. [EVIDENCE.]

Since 2013, however, this position has experienced a major turnover, when the Director accepted a position with another District. In July 2015, the Director position, once again, became vacant. At that time, the Vice Chancellor of Human Resources and Employee Relations temporarily assumed the Director's responsibilities until a regular Director could be appointed. In the meantime, the District re-assessed the characteristics and professional attributes, including

competency, knowledge, skills, and abilities, required for the next Director and the District advertised the position as "open until filled." [Evidence].

Because there was an insufficient pool of diverse qualified applicants, the District contacted the Association of Chief Human Resource Officers (ACHRO), for assistance in identifying a retiree to serve as the Interim Director of Human Resources. In February 2016, the Board ratified the Chancellor's appointment of a retiree as an Interim Director [Evidence]. The new Interim Director has extensive experience in Human Resources and brings a wealth of knowledge and experience, which has enhanced the Human Resource support and services to the District and Colleges.

E. <u>Director Risk Management</u>:

The office of Risk Management provides support and training to the Colleges regarding worker's compensation, hazardous materials, health and safety training for employees, and emergency preparedness.

In November 2015 the District Director for Risk Management accepted another position in private industry. To ensure that the Colleges maintained the support provided by the Risk Management office, the District engaged its insurance JPA (Joint Powers Agreement) and leveraged the services provided under this Agreement to augment and provide risk management training and support services to the Colleges (DR5 NEED EVIDENCE of Risk Management Training for this year???). SHOULD THE YEAR BE 2015-2016? In addition, the risk management function was removed from the Office of the General Counsel and returned to the administrative oversight of the Vice Chancellor for Human Resources and Employee Relations.

The District then reassessed the Director position and determined that it would not be filled and, instead, established the new confidential classified position of Senior Human Resources & Employee Relations Analyst II (DR5 JD and Board Minutes). The Analyst's responsibilities now include coordinating the risk management functional areas and will report to the Director for Employee Relations and Diversity Programs. (EVIDENCE???) It would be the JD still under review by HR.

F. Director of Facilities and Operations

The Director of Facilities and Operations provides support to the Colleges regarding physical facilities and resources. On July 29, 2016, the incumbent resigned to accept another position. The District, in order to maintain continuous support to the Colleges, appointed an interim who assumed the position on August 1, 2016. (DR5 EVIDENCE).

III. New Positions in PCCD's Reorganization:

In an continuing effort to provide support to the Colleges for furthering student success, the following key leadership positions were developed.

A. Vice Chancellor Academic Affairs

As part of the District's reorganization and to provide additional support to   the Colleges for strengthening student success, the District developed the position of Vice Chancellor Academic Affairs; an interim was appointed to this position and began work on August 1, 2016 (Evidence: JD).

.

B. Assistant Vice Chancellor Enrollment Management (Check title)

To increase the four Colleges' outreach efforts to their respective high schools, the communities

we serve, and faith based institutions, the District developed the position of ==Assistant== VC

Enrollment Management ==(Evidence JD).== An interim was appointed and began duties on July 1, 2016.

C. Associate VC for Workforce Development Continuing Education (WDCE)

The District-- with a renewed commitment to expand workforce development and continuing education, grants and other funding sources--developed the position of Associate Vice Chancellor for WDCE. The Interim Vice Chancellor began work on July 1, 2016.

D. Budget Director for WDCE

This position was developed to support and provide fiscal oversight to the Workforce Development and Continuing Education Program.   The District appointed an interim Director who will began duties on August 3, 2016.

Assessment:

All positions will be evaluated in December 2016. ==Is this true?==

==The following are not yet official positions (Will they be announced and/or filled to go in this Report?):==

==Director of Capital Projects?== Need to confirm.

==Director of College Operations?== Yes. To be advertised late August.

==In charge of Facilities, IT, and Safety and Security==

==Associate Deans of Student Educational Success?== Yes. By August 15th

III. **Administrative Support Addressing Ongoing Institutional Effectiveness at the Colleges:**

Overview:

The District has sought to provide the necessary Human Resources' support and budget allocations to the four Colleges to continue to ensure leadership retention and assure adequate staffing positions that address institutional effectiveness and enhance institutional research. New positions and reassigned positions have included the following:

1. Laney College:

A. Laney College President:

In February 2016, the President of Laney College accepted the position of Executive Vice Chancellor for Planning and Advancement at the District Office, another new position created under the District reorganization. The District ensured continuous leadership and support to Laney College through the appointment of an experienced college president (retired) as Interim President who began on March 1, 2016. In the meantime, the District will conduct a search to fill the position on a regular basis. The anticipated start date for the new President is January 2017.

B. Vice President, Student Services

(District will recruit with January 2017 anticipated start date for new President and VPSS)

C. Dean:

The District appointed an internal manager (Director Student Activities & Campus Life) to serve as interim Dean, and appointed an interim Director for Student Activities & Campus Life.

D. Vice President, Strategic Planning and Intuitional Effectiveness

E. Dean of Research and Planning

In February 2015 the College established the position of Vice President of Strategic Planning and Institutional Effectiveness, which was filled as an Interim to assess whether a Vice President or a different administrative classification (e.g., Dean) was most effective to meet the needs of the College. The assessment determined that the creation of a new Dean of Research and Planning would provide outreach and planning to support both Laney and Berkeley City Colleges (EVIDENCE). On July 1, 2016, the District appointed an interim Dean of Research and Planning to provide 50/50 support to both Laney and Berkeley City College.

B. Berkeley City College:

1. President, Berkeley City College:

In December 2015, the President of Berkeley City College who had served for (4) years accepted the Chancellorship at another community college district and a search was conducted to appoint an Interim President. The Interim President served from February through April 2016 and accepted a job as a Vice Chancellor at another community college. In order to maintain continuous leadership to the College the Board appointed an experienced, now retired, former community college President. Concurrently, the District initiated a national search for the next permanent President and the new President assumed the position on July 18, 2016. [Evidence]

2. Vice President, Planning and Institutional Effectiveness.

In July 2015, the College established the position of Vice President, Planning and Institutional Effectiveness to serve through June 30, 2016. The BCC Vice President of Student Services was

temporarily reassigned to this position [Evidence] and an interim Vice President of Student Services was hired. Moreover, to provide additional support and leadership to the College, the District, at its June 12, 2016 Board meeting, appointed on a one-year interim basis, one additional Dean for Student Services, for a total of two Deans to support student's needs. (EVIDENCE)

3. Vice President Student Services: Currently in recruitment with January 2017 start date

4. Dean: anticipate start date for recommended candidate after May 10, 2016 Board approval (????????)

5. Dean, Student Services: (new position will be filled on an interim basis for one year, and will provide additional Student Services support to the College. This is a second Dean position for Student Services and the selected candidate will be on the May 10, 2016 Board agenda for approval. The one-year assignment will provide the College the opportunity to evaluate and assess the effectiveness of a second Dean position. (UPDATE Annette: None at this time since the position just started in May 2016, and the new president started on July 18, 2016, and will need time to assess.

C. Merritt College:

1. President

The President of Merritt College served for two years However, in June 2016 the President, with a strong background in student services, was reassigned to serve as the District's Vice Chancellor of Student Services (this position had been eliminated in 2013) as the Associate Vice Chancellor of Student Services resigned and accepted a Vice President position with another district. To provide continuous student support services to the students, the District re-established

the position of Vice Chancellor of Student Services. The District then appointed an interim President for Merritt, who assumed the position on August 2, 2016.

2.Director of Student Activities and Campus Life:

This position became vacant in April 2016, when the incumbent was promoted to Dean. In July 2016, the District appointed an interim and will recruit to fill the Director position with an anticipated start date in January 2017.

3. Dean of Liberal Arts

This position became vacant on July 25, 2016, when the incumbent accepted an internal promotional opportunity as Vice President of Student Services at the College of Alameda. The District filled the Dean position internally on an interim basis, effective August 25, 2016. The District will recruit to fill this position with an anticipated start date of July 1, 2017.

4. Researcher:

In assessing its staff needs to support institutional research, Merritt College determined that a classified full-time position best met this need. In November 2015, the College hired a full-time classified employee in the position of Researcher.

5. Vice President of Instruction:

In April 2016, Merritt College appointed a new regular Vice President of Instruction who began on May 2, 2016.

D. College of Alameda

1. President

On June 30, 2016, the College President resigned to accept the position of Superintendent/ President with another district. The District then appointed an experienced Interim President (retired).

2. Vice President of Student Services

This position was previously filled on an interim basis. The District conducted a recruitment and the selected candidate began duties on July 26, 2016.

3. Dean: Planning and Institutional Research

After careful assessment, College of Alameda determined that the position of Dean, Planning and Institutional Research best met its needs. This position is currently under recruitment and has been re-advertised. It is anticipated to be filled in December 2016 or before. [Evidence].

1V. Improved Management Performance Evaluations:

The District ensures the effectiveness of its Human Resources Office by evaluating all employees systematically and at stated intervals.

The District has established written criteria for evaluating all categories of employees. (Evidence Board policies 7240 here):

In accordance with Administrative Procedure 7126, Management Performance Evaluations, all management personnel (regular and interim managers) are evaluated annually. The evaluation cycle begins July 1st and concludes June 30th.

During the 2014-2015 evaluation cycles, with very few exceptions, all managers were evaluated. In those cases where an evaluation was not conducted, this was due, in part, in the turnover in supervision or the employee leaving the District before the evaluation was due.

INCORPORATE SOME OF THIS….. As part of the ongoing efforts to improve assessment and enhance the effectiveness of management personnel's performance, the District incorporated the New Peralta Way's Five Pillars of Leadership (explain) in the existing Management

performance Procedures for the 2015-2016 evaluation cycle, applicable to the members of the

Chancellor's Cabinet, which includes

College Presidents (4)

Vice Chancellors (4)

Associate Vice Chancellor

Chief of Staff

Executive Director of Public Information, Communications, and Media {EVIDENCE Cabinet

Memo).

Will other management evaluations incorporate hese criteria?

At the time of the last Team visit, some senior level evaluations had not yet been completed by

the retiring Chancellor and therefore, could not be located. However, all senior level evaluations

are now up to date.

During the 2015-2016 Management Performance Evaluation cycle, which began on July 1, 2015

and ended on June 30, 2016, all evaluations were conducted and placed in the personnel file.

V. Human Resources Support for Faculty Hiring and Evaluations:

During 2014-2016, and without an augmentation in regular staffing, Human Resources handled

approximately 100 recruitments, including 41 new faculty positions for Fall 2015, which alone

resulted in Human Resources receiving and processing over 1,500 applications for 41 vacancies.

For the Fall 2016 hire, during the Spring 2016 semester, the District recruited and filled an

additional 14 faculty vacancies.

Full-time contract faculty are evaluated every three years. Part-time faculty are evaluated in their first year of employment and every six semesters thereafter academic year. Division deans monitor and document the process. A complete description of the procedures can be found in the Faculty Evaluations Policies and Procedures Handbook.

Since the ACCJC Team visit in 2015, the Colleges have made considerable progress to complete all outstanding part-time faculty evaluations which were not complete at that time. In order to ensure all evaluations due were completed by the end of the Spring 2015 semester (May 22, 2015), each College developed an Evaluation Action Plan. As a result, Merritt College, Berkeley City College, and College of Alameda achieved their goals. Laney College did not achieve its goal in completing timely evaluations for all part-time faculty for the following reasons:

- The sheer quantity of part time evaluations. Over 100 part-time evaluations due to be completed by Fall 2015 were not completed.

- Lack of effective management oversight at the Colleges to ensure evaluations were on schedule

- Turnover in the administrative leadership of the College, in particular Student Services (vacancy in November 2015), and the reassignment of the Vice President of Student Services.

In Fall 2015, release time was assigned to a faculty member to provide support to Laney to schedule and coordinate the part-time faculty evaluation cycle. Nevertheless, several grievances were filed by the Peralta Federation of Teachers (PFT) for the College's failure to comply with the former grievance resolution to evaluate timely all part time faculty. As of the Spring 2016 semester, however, Laney College has made significant progress and attained an 85 % evaluations completion rate.   Furthermore, grievances have been resolved .

Merritt College:

TB provided by College by 8/8/16.

Berkeley City College:

TB provided by College by 8/8/16.

College of Alameda:

TB provided by College 8/8/26

All evaluations have been placed in the personnel file.

VI. Retention of Key Leadership

Since the March 2015 accreditation visit, the District made a commitment to ensure the retention of key leadership. "Strengthen accountability, innovation and collaboration" is a stated Strategic Goal for the 2015-2016 Academic Year and enhanced leadership has been a focus. [DR.5.1 Strategic Goals].

A. Enhanced Professional Development Opportunities

In addition to the new Chancellor's District Reorganization to strengthen institutional effectiveness and leadership, to advance student success, and to engage and leverage partnerships in the community and abroad, another focus of the District in 2015-2016 was to enhance professional development opportunities to strengthen leadership and encourage innovation. (Evidence: Strategic goal(s) here).

B. District and Classified Unions Training

In 2015 the District and its Classified Unions (SEIU 1021 and Local 39) conducted management training accountability. [EVIDENCE NEEDED]

In addition, the Office of Employee Relations provided training to all managers and supervisors regarding the Employee Evaluation Procedure and the applicable provisions of the Collective Bargaining Agreements at various management training sessions. (Evidence): dates of the management training in 2015 and 2016.

C. Leadership Retreats

The District held the following leadership retreats, organized by the new Chancellor, in December 2015 and July 2016 (Board Retreats) and in January 2015 (Management Retreat).

DO WE HAVE EVALUATION FOR MANAGEMENT RETREAT?

The focus of these retreats was to provide mentoring and professional growth opportunities for managers and to strengthen leadership stability. [EVIDENCE HERE]

C. A Management Leadership Academy (Manager's College) was held in May 2016 and ongoing. Describe…………..

D. The Chancellor increased number of faculty sabbatical leaves [Evidence].

Continue NARRATIVE here.

 (EVIDENCE—Re check reorganization memorandum and Strategic Goals

VII. Creation of a Human Resources Comprehensive Staffing Plan

The Human Resources Office developed a draft Staffing Plan that was reviewed in Chancellor's Cabinet and presented to Planning and Budgeting Council (PBC). Human resources held a Question-and-Answer session regarding the Staffing Plan during the August 2016 District Flex Day." (Evidence: Plan)

Specifically, the Staffing Plan will:

- Forecast the recruitment needs by assessing employee's potential retirement date

- Establish an objective method to assess the need for replacement and recruitment based on the Colleges and District's needs

- Develop a vacancies prioritization process to identify the most critical vacant positions and to expedite the recruitment process of vital positions, within budget constraints

- Evaluation mechanism

At the end of the 2016-2017 academic year, the District will evaluate the effectiveness of the Staffing Plan.

A. Human Resources Exit interviews:

The Interim Director of Human Resources created an "Exit Interview" form, which is being implemented with the purpose being able to collect more specific data pertaining to employee satisfaction. These Exit Interviews will be instituted beginning August 1, 2016 and reviewed in December 2016. (Evidence Exit Interview)

B. Human Resources MLDAP (Write Out) Initiative

As part of the ongoing PCCD Management Leadership program, the participants are asked to design and implement new projects that will improve the District's services to the College. One such project called "On-Boarding Cohort" was initiated by the District's Benefit coordinator (??), along with six (?) other colleagues. This project is comprised of a "cross-section of District managers from a breadth of administrative and student service professions who will collaborate to deliver a streamlined, efficient and transformative opportunity to the new Peralta employee." The project has four phases and is focused on new employee orientations, training, professional development, and employee recognition and appreciation.

The Vice Chancellor of Human Resources and the interim Director of Human Resources participated in the District's Flex Day in an effort to provide an opportunity for all College and

District constituents to make suggestions and to ask questions about the new Staffing Plan and the Exit Interview form. Here, the forum for dialogue is central to the ongoing evaluation of the new instrument. The Staffing Plan will be evaluated in December 2016 to assess its effectiveness.

VIII. CONCLUSION

Under the leadership of the new Chancellor, PCCD leadership has been significantly altered to assure adequate staffing capacity and to retain key leadership. With increased emphasis on strengthening institutional effectiveness, enhanced financial accountability, and a more strategic approach to developing institutional research, PCCD has improved its overall educational focus and meets Standards III A.2 and III A.6.

Recommendation 5 Evidence	
Evidence	**Title of Evidence Document**
1	February 3, 2015 Special Board Meeting Minutes Selecting Community College Search Services as the Search Firm for the new Chancellor Search
2	Survey Monkey utilized by the Board to solicit public input regarding desired characteristics and attributes in the next Chancellor
3	Results of the public forum input into the Chancellor's profile and final position announcement
4	Chancellor Selection Committee Members
5	Text of August 19, 2015 Chancellor's Address Regarding the New Peralta Way
6	March 1, 2016 Announcement from the Chancellor regarding District reorganization
7	Budget Allocation Model (BAM)
8	June 14, 2016 Report of Closed Session Actions regarding the new Payroll Manager's appointment and Job Description, Meeting Notice regarding introduction of the new District Senior Accountant and Job Description
9	November 10, 2015 Report of Closed Session Actions regarding the new Budget Director's appointment and Job Description
10	December 8, 2015 Report of Closed Session Actions regarding the Interim Human Resources Director's appointment
11	Job Description for the Director of Human Resources
12	Recruitment Search Timeline for the Director of Human Resources
13	February 23, 2016 Report of Closed Session Actions regarding the new Special

	Assistant to the Chancellor's appointment and Job Description
14	Risk Management training and support services provided to the District and colleges
15	Job Description for the Senior Human Resources & Employee Relations Analyst II
16	TBD
17	June 14, 2016 Report of Closed Session Actions regarding the Interim Dean of College Research and Planning's appointment and Job Description
18	June 14, 2016 Report of Closed Session Actions regarding the Berkeley City College President's appointment and Job Description
19	TBD
20	June 14, 2016 Report of Closed Session Actions regarding the Interim Dean for Student Services and Job Description
21	Job Description for the Vice Chancellor of Student Services
22	Dean of College Research and Planning Job Posting Details
23	TBD
24	December 14, 2015 Memorandum to the Chancellor's Cabinet from Vice Chancellor Largent regarding Pilot Program: Management Goals and Measurable Outcomes
25	TBD
26	TBD
27	TBD
28	TBD
29	TBD
30	TBD
31	TBD
32	TBD
33	TBD
34	TBD

July 28, 2016

Recommendation 6
In order to meet the Standards, the team recommends that the District clearly delineate and communicate the operational responsibilities and functions of the District from those of the Colleges and consistently adheres to this delineation in practice; and regularly assesses and evaluates the District role and delineation and governance decision-making structures and processes to assure their integrity and effectiveness in assisting the Colleges in meeting educational goals. (IV.B.3)

I. Introduction:

The substance of Recommendation 6 urges the District and Colleges to attend to the following

five key components: 1.) Delineate functions and responsibilities between the District and the

Colleges. 2.) Effectively communicate the functions of the District and the Colleges. 3.)

Regularly assess the respective functions and responsibilities of the District and the Colleges,

and, 4.) Create a plan to implement assessment findings and to monitor progress.

II. Creation of a PCCD Strategic Goal to respond to Recommendation 6:

In August 2015, the District held its annual participatory governance Summit meeting, one of its

primary purposes being to construct Strategic Goals for 2015-2016. In response to

Recommendation 6, Strategic Goal D, "Strengthen Accountability, Innovation and Collaboration," has, as one of its objectives: "Evaluate and update policies and administrative procedures, the overall PCCD organizational structure, and functional responsibilities within the District." [DR6:1 Strategic Goals & Institutional Objectives 2015-2016] The Summit attendees determined that one method of more clearly delineating the functions and responsibilities between the District and the Colleges was to conduct a more comprehensive District Program Review, work which was initiated in late Fall 2014.

The Vice Chancellor of Educational Services (and others—use titles) then developed an Action Plan to address the following tasks to:

- Design and implement a District Service Center Customer Satisfaction Survey (follow-up from the 2013 Survey) as a means to more finely evaluate the services provided by the District to the Colleges

- Continue the work of the District Program Review Task Force to refine the existing District Program Review process

- Create a series of Delineation of Function Charts to more clearly articulate the operational functions of the District as compared to the Colleges. .

 [DR6.2: Education Services Action Plan: 2015-2016].

III. Refining District Program Review

The District Program Review process of 2015-2016 originally began in Fall 2014 with the appointment of a Program Review Task Force comprised of appointments from the District

Academic Senate (at least one faculty member from each College) and appointments from the administration (two Vice Presidents of Instruction and a retired administrator/consultant).

As discussed in District Recommendation 4 (PAGE NUMBER-S), the purpose of the Program Review Task Force is to evaluate and update the District Program Review process, a process that serves to assure the educational integrity and support for the effective operations of the Colleges. [DR6.3: EVIDENCE HERE]: The Task Force continued to meet in Fall 2015 and Spring 2016 to conduct and to validate all District Office Service Center Program Reviews. [DR6.4: Evidence needed].

The District Service Centers and sub-units who completed the Program Review were: Educational Services (which includes Admissions and Records, Institutional Research, Financial Aid, International Education, and Childcare Centers); Department of General Services; General Counsel and Risk Management; Human Resources; Finance and Administrative Services; Public Information, Media, and Communication; and, Information Technology.   All Program Reviews have sections for Human Resource Needs, Equipment and Technology Needs, Facility Needs, Professional and Organizational Development Needs, as well as a section to specify "Other" needs. Each section requires linking requests to an Administrative Unit Outcome, a Program Improvement Objective, and providing a reason and/or evidence of a specified need.

The Program Review Task Force determined that it was necessary to add what they viewed as a much needed section 4 to the existing Program Review in order to more effectively evaluate and revise document that detailed the delineation of functions between the District and the Colleges.

The new section addressed services provided from the District to the Colleges and reads as follows:

"Please describe the primary functions of your administrative unit as they relate to District-wide operations and the goals of the colleges. Include the relationship and engagement with other District Service Centers and /or administrative units, the services that are provided the Colleges versus the District Office, and the effect these relationships have on the ability of the administrative unit to meet its previous goals and objectives." [DR6.5: Section 4: Program Review Handbook]

In addition to adding the new section (above) to Program Review, the Program Review Task Force determined that the District's Service Center Administrative Unit Program Review Handbook needed to be evaluated and revised [DR6.6: Minutes of Meeting]

In November 2015, training was provided for the leadership of all District Office Service Centers both to review the requirements for Program Review, as well as to inform the Service Center leaders of the addition of Section 4. At the meeting, the revised Program Review Handbook was distributed to all [DR6.7: Power Point].
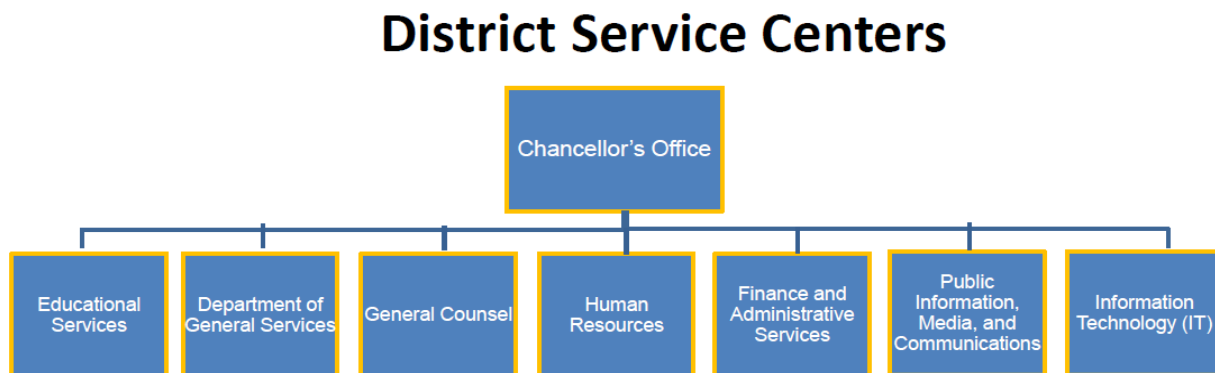
The completed Program Reviews were then submitted to the Program Review Task Force for review and validation [Evidence: Committee Minutes, Rubric for Validation: District Service Center Program Review Handbook Appendix]. Once the Program Reviews were validated, the Program Review Task Force compiled resource requests and sent them to the various PBIM Committees for prioritization, i.e., DEC, DFC, and the DTC. Finally, a list of all requests were forwarded to the PBC for review and adoption and eventually to the Chancellor for final approval and action. [DR6.8: EVIDENCE???]
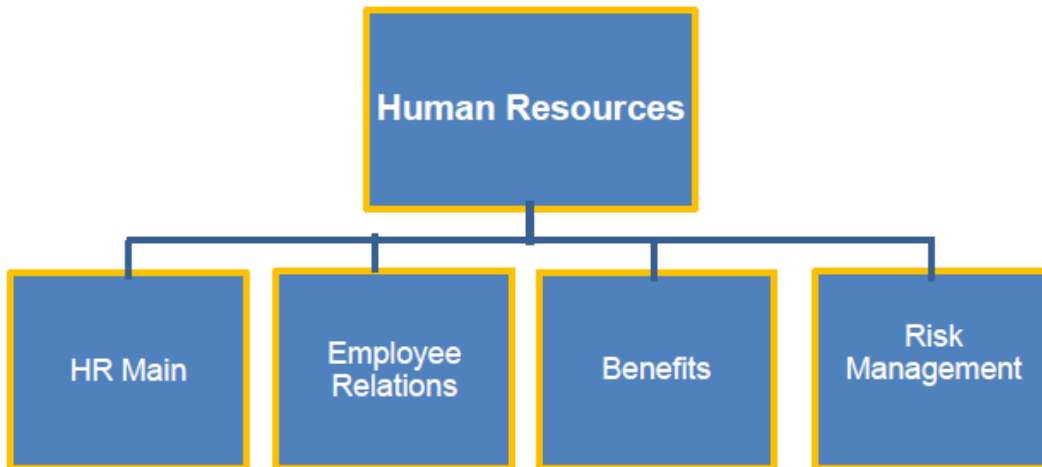
ensure that all was completely accurately.

IV. Development of Interactive District Function Charts (TITLE CORRECT??):

In December 2015, the Vice Chancellor of Educational Services prepared an initial draft of the District Function Charts to provide details of the operational responsibilities and delineation of functions that the District Service Centers provide to the Colleges. The Function Charts, when viewed online, allow the user to navigate among the different District Service Centers and their sub-units to see the functions provided for the Colleges.

There are three levels of charts: District Service Centers, Service Center Sub-Units, and Functions of Service Center or Sub-Units. [DR6.9: VC MIKE: CAN YOU INSERT SCREEN SHOT OR CHART]

District Service Centers

Chancellor's Office

- Educational Services
- Department of General Services
- General Counsel
- Human Resources
- Finance and Administrative Services
- Public Information, Media, and Communications
- Information Technology (IT)

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                        │  Human Resources    │
                        └──────────┬──────────┘
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    ┌────┴────┐      ┌──────┴──────┐  ┌─────┴─────┐    ┌───────┴───────┐
    │ HR Main │      │  Employee   │  │  Benefits │    │     Risk      │
    │         │      │  Relations  │  │           │    │  Management    │
    └─────────┘      └─────────────┘  └───────────┘    └───────────────┘
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District Functions

Human Resources
Employee Relations

Conduct complaint investigations relating to harassment, unlawful discrimination, complaints, and employee conduct.
Provide advice and assistance to managers/supervisors related to employer-employee relations and interpersonal conflict.
Provide guidance and counsel to managers on matters related to employee disciplinary actions and the implementation of the progressive disciplinary process.
Develop, recommend, and implement district-wide procedures regarding EEO, nondiscrimination, sexual harassment awareness and prevention, and Title IX compliance.
Develop and provide initial and on-going district-wide training related to all aspects of EEO and diversity for purposes of compliance and enhancing awareness and sensitivity.
Coordinate and implement the District's diversity program and activities.
Implement plans to increase workforce diversity, and develop initiatives to enhance and promote diversity district-wide.
Provide guidance and direction to managers/supervisors on the collective bargaining grievance process and the resolution of grievances.

:

The Functions Charts were sent to (VC Mike to find emails—February??) the District Educational Committee, the PBC, the Deans and Vice Presidents, the District Academic Senate, the District Classified Senate, and the Chancellor's Cabinet and posted to the Web for all constituents to review and make suggested edits, as needed. Also the Function Charts were validated by the Program Review Task Force.   Also the Chancellor reminded everyone that we need concurrence—C-Direct???…. (DR6.10:…Meeting Minutes??].

V. District Organization Charts:

In addition to function charts, Organization Charts were created to better understand the delineation of function between the District and the Colleges. The Organization Charts show the personnel positions for each District Service Center and the hierarchy of each position whereas the Function Charts show the responsibilities inherent in each position at the Center level, thus the two charts complement each other. The Organization charts complement the Function Charts. Organization Charts for all the District Service Centers are included as a single document in this report. Both are necessary to understand the workings of the District Service Centers and are essential to understanding the structure and dynamics of a work environment with its numerous independent units [DR6:11 NEED ORGANIZATION CHARTS PLACED IN REC. 6 ACCREDITATION DROPBOX AND POSTED TO ACCRED. WEB].

VI. District Functions Matrix

The Vice Chancellor of Education Services and Vice Chancellor of Institutional Planning and Advancement collaborated to revise a District Functions Matrix, originally created in 2014, that provides a comprehensive narrative of the delineation of functions provided by the District. The detailed Function Matrix was completed in May 2016 and brought to the PBC for distribution to the Colleges, Cabinet, and Presidents' Meeting, for review and discussion and published in C-Direct. [DR6.12 May PBC Meeting, C Direct]. As the Colleges continue to discuss the District Functions Matrix, revisions will be made. The District views the District Functions Matrix as a "living document" and an assessment of the instrument will be conducted in PBC at the end of Fall 2016 semester and annually thereafter. [DR6: EVIDENCE????) ADD A BRIEF SKETCH OF THE MATRIX AS A BRIEF EXPLANATION]..

VII. 2015 District Service Center (Customer Satisfaction) Survey:

In November 2015, the Vice Chancellor of Educational Services developed and administered a District Service Centers Customer Satisfaction Survey to evaluate services provided by the District Service Centers. This survey was a follow-up survey to a similar one administered in 2013.[DR6.13: 2013 Summary of District Service Centers Customer Satisfaction Survey].

The aim of the 2015 Customer Satisfaction Survey was to determine if, in fact, the District Service Areas put into practice their stated goals and to evaluate the effectiveness of the Service Center operations. The Customer Satisfaction Survey stated: "we ask your opinion about experiences you have had with each of the District Service Centers during the past year." The

survey was available to complete online through November 24, 2015.   Those Service Centers

addressed in the satisfaction survey were:

District Admissions and Records (A&R)
Chancellor's Office
Educational Services
Finance
District Financial Aid
General Counsel
General Services
Human Resources (HR)
Information Technology (IT)
Institutional Research (IR)
International Education
Public Information
Risk Management

Summary of 2015 Customer Satisfaction Survey:

The following provides a quantitative and qualitative summary of the results of the Satisfaction

Survey. [Evidence – link to the full report]

Comparison of Fall 2015 and Fall 2013 District Service Centers Survey Results:

To assess whether the utilization of and satisfaction with the services provided by the District

Service Centers had changed between Fall 2013 and Fall 2015, the results for the 10 Service

Centers that were evaluated for both periods were compared.

In Fall 2013, 286 respondents completed the survey, about 19.6% of the population (N = 1,459;

data from Fall 2013 MIS report). Approximately 12% of the participants were from Berkeley

City College, 14% from College of Alameda, 27% from Laney College, 17% from Merritt

College, and 22% from the District Office. For positions at PCCD, approximately 46% were

faculty, 39% were staff, 14% were administrators, and 1% were contractors. [DR6.14: 2013 Customer Satisfaction Survey Summary]

Similar to Fall 2015, Human Resources had the highest utilization rate (66.1%), followed by Information Technology (61.7%), Admissions and Records (58.8%), Finance (47.1%), and General Services (40.2%) in Fall 2013. The utilization rates for all 10 Service Centers in Fall 2013, however, were lower than for Fall 2015. Human Resources, Information Technology, Finance, General Services, and Chancellor's Office exhibited over 10% increase in the utilization rates in Fall 2015.

VIII. Customer Satisfaction Survey Summary: 2013-2015 Comparative results):

Overall, the utilization of 10 District Service Centers has increased from Fall 2013 to Fall 2015; over 10% for Human Resources, Information Technology, Finance, General Services, and Chancellor's Office.

A majority of the District Service Centers provided satisfactory "accommodation" and "timeliness" of services. Four District Service Centers were below the standard for accommodation and timeliness in Fall 2015: Risk Management, General Services, Finance, and Information Technology. Risk Management, General Services, and Information Technology evidenced substantial decreases in the satisfaction level for accommodation and timeliness over the two survey periods.

In their comments, the respondents provided a mixture of positive and negative feedbacks for the 13 Service Centers. For accommodation and timeliness, positive feedbacks included "There have been many improvements…", "Outstanding staff, accessible Vice Chancellor good teamwork", and "Receive needed information in timely manner". However, a few of the Service Centers received a greater number of negative than positive feedbacks (e.g., Finance, General Service, HR, IT, and Risk Management). Some examples included, "It is very hard to get answers", "Request responses take too long", and "My issues have not been resolved yet."

For the specific type of services provided, many of the Service Centers received negative feedback for communication ("It is difficult to communicate with staff as the phones are not answered", "So difficult to reach a real person for resolution"), technology-related issues ("The current system doesn't provide an updated information…", "Problems with Passport and its portals persist…"), policies and processes ("processes are unclear", "constant rule changes and procedural difficulties cause problems"), and student-related issues ("Not given clear information to convey to students", "Student issues take a long time to resolve").

The most positive feedback for all categories of responses involved the competency of staff. In general, staff in most Service Centers received more positive than negative evaluations. For instance, "good competent staff" "…went out of her way to help me" or "the staff in Educational Services are amazing and responsive!"

Finally, the most common suggestion was a need for additional staff in A&R, HR, and IT; the three most utilized service centers. For example, "HR needs additional staff and/or more active processes to handle hiring in a timely manner" and "IT is understaffed."

Given the results of the 2015 Customer Satisfaction Survey, as compared with the results of the 2013 Survey, it seems that the District's need for improvement centers on issues pertaining to clear and timely communication and the need to recruit staff in a more timely manner and to provide more staff in some Service Centers. [DR6:15: Customer Satisfaction Survey for Fall 2013 and Fall 2015: Comparative Responses for Utilization of Each Service Center].

In the Chancellor's December 9, 2015 C-Direct update, a weekly publication sent by email to all constituents in the Peralta Community College District, the Chancellor reported:

"…To address several issues, the service centers are going through a program review process, I encourage you to participate in these surveys. The qualitative will consist of focus groups to further understand what we should do to continue or improve services we receive…in terms of resource allocations and delineation of duties between the District and the Colleges. One step we will endeavor to take is to strengthen the relationships between like units at the District and the Colleges." [DR6.16 : C-Direct, December 9, 2015]

District Responses to Service Center Survey:

Since the District Service Center Survey was conducted, the District has taken steps to respond to strengthen District Service Centers' ability to meet the needs of the Colleges. <u>Specific responses include the following</u>:

1.) Human Resources designed a comprehensive staffing plan that was presented to the Presidents, Cabinet, and finally to the PBC. Included in the Plan was the recent addition of the PBC approved Staffing Resources Staff Ad Hoc Taskforce, it purpose being to assure that staffing needs are addressed and resources allocated equitably (See Rec. 4).

2.) The District, under its new Reorganization Plan, has added new positions to provide better oversight and collaboration with the Colleges:

Vice Chancellor of Academic Affairs to provide District leadership in assisting the Colleges to improve efforts to continue to establish and communicate expectations of educational excellence.

The Vice Chancellor of Student Services position (a position that had been eliminated) was reestablished in order to provide continuous leadership to that Service Area.

Work Force Development

Distance Education (VC Education Services serves to oversee)

Oversight and coordination of Institutional Research (COS)

Replacement of the Vice Chancellor of IT and reorganization

Addition of ………in DGS??

Other positions?

<mark>HERE WE WOULD CROSS REFERENCE RECOMMENDATION 5</mark>

Strengthening Administrative Leadership:

Management Evaluation

Has the Chancellor has added a component to the Management Evaluation Instrument (Verify… Rec. 5)

Management Leadership District Academy Peralta (MLDAP) to enhance internal leadership skills and to encourage in-house managers to develop innovative programs to meet the needs of the District Service Centers as they strive to better serve the four Colleges.

The 2016-2017 August Summit will address the implementation of ongoing assessment of the District Services . Evaluations of all new Administrative positions will be conducted in August 2013 and December 2015. Because it has been recommended that the Program Review Task Force continues to refine Program Review (Cross reference Rec. 4, p……..), it is anticipated that District Service Centers will strengthen ties to the Colleges and provide the support that is being requested.

Conclusion:

By taking seriously the task of more clearly identifying the Delineation of Functions (District and Colleges) and by assessing the services provided by the District to the Colleges, PCCD has met Standards IV B.3.

Recommendation 6 Evidence	
Evidence	Title of Evidence Document
1	Strategic Goals & Institutional Objectives 2015-2016
2	Education Services Action Plan: 2015-2016
3	Evidence Here
4	Evidence Needed
5	Section 4: Program Review Handbook
6	Minutes of Meeting

7	Power Point
8	Evidence
9	SCREEN SHOT
10	Meeting Minutes?
11	NEED ORGANIZATION CHARTS PLACED IN REC. 6 ACCREDITATION DROPBOX AND POSTED TO ACCRED. WEB
12	May PBC Meeting, C Direct
13	Evidence
14	2013 Summary of District Service Centers Customer Satisfaction Survey
15	cite pp. 4-7 of the 2015 Survey
16	2013 Customer Satisfaction Survey Summary
17	C-Direct, December 9, 2015

DRAFT
29 July 2016

Recommendation 7

In order to meet the Standards, the team recommends the Governing Board adhere to its appropriate role. The Board must allow the Chancellor to take full responsibility and authority for the areas assigned to District oversight (IV.B.1, IV.B.1.a, IV.B.1.e, IV.B.1.j).

1. Introduction

The District is cognizant of the need to clarify the role of the Governing Board, and, accordingly, to specify those areas assigned to District oversight which fall under the Chancellor's responsibility.

When the visiting Team conducted its review of the Peralta Community College District in Spring 2015, the then Chancellor and the Governing Board had disagreements regarding the extent of the Board's role pertaining to various governance matters, to include the hiring of District administrators, as well as other personnel concerns. Although Peralta's Board Policy 2200 [DR7: 1: BP Policy 2200] defines Board duties and responsibilities, Team interviews at the

District and Colleges revealed that members of the Governing Board had engaged in activities that did not always conform to the Trustees' explicit roles. At the same time there appeared a lack of understanding regarding the shift in some duties from those of the Chancellor .

2. Selection of a New Chancellor:

When the Chancellor announced his retirement in January 2015, the Governing Board initiated recruitment for a new Chancellor by Spring 2015; a key consideration was that the Contract would include provisions for the new Chancellor to assume more demonstrable responsibility and authority for the areas assigned to District oversight, thereby allowing for the Board to adhere more effectively to its appropriate role. Once the vacancy for a new Chancellor was confirmed, the Governing Board worked with a search consultant to begin the recruitment process. [DR7.3: Position announcement]. The national search yielded a group of quality leaders from which the new Chancellor was eventually selected. Prior to the confirmation of the new Chancellor, the Board met with each candidate; the issue of meeting Accreditation Standards was a central component of the interview.

When the new Chancellor was selected, the Contract provisions encouraged the investigation of the various causes of the hitherto Chancellor/Board role difficulties. [DR7.4: Section of Chancellor's Contract].

3. Renewed Collaboration between the Governing Board and the Chancellor in Setting Goals:

In September 2015, the Chancellor arranged a "goal setting" workshop for the Governing Board. The purpose of the workshop was to establish a new set of goals based on a foundation of trust and mutual support [DR7.5: Facilitator's workshop notes from the workshop]. At that workshop, the Governing Board and the Chancellor agreed on a set of goals to support the effective operation of the District, goals that would ensure that their respective roles would be adhered to. These goals included, the

1. Resolution of District deficiencies affecting Colleges Accreditation status specified in Recommendation Seven.

2. Exploration of the role of Trustees in student achievement and the closing of the student achievement gap.

3. Review and approval of the College's work in strengthening the financial structure of the District.

4. Review and evaluate technology and take appropriate action.

5. Review and acceptance of the plans for improvement of Student Services.

6. Review and acceptance of a revised Student governance structure.

 (DR7.6: Governing Board goals, 2015-2016).

4. Goal Setting and Evaluation of Performances: Governing Board and Chancellor:

At the September 2015 goal setting workshop, a performance evaluation process was established in which additional goals and expected outcomes were specified and timelines were established. The Governing Board and the Chancellor agreed that at the end of the fiscal year, the evaluations of the Trustees and the Chancellor would be based on tangible results [DR7.7: Governing Board/Chancellor Evaluation Survey/Chart?,September ????]. VERIFY

Furthermore, the Governing Board and the Chancellor established that the Governing Board's evaluation and the Chancellor's evaluation would take place at the same time (summer 2016). At that time, the newly established goals would be assessed and it would be established that the Governing Board's self evaluation (conducted annually) would include an evaluation of its overall performance in good trusteeship [DR7.8: Survey of Goals, June 2016] [Summary of Board and Chancellor Goals, June 2016]

5. Clearer Communication Between Governing Board and Chancellor:

With the establishment of revised written goals and a refined system for evaluating goals and the respective performances of the Chancellor and the Governing Board, a more formal mechanism has been developed for clear communication between all parties based on a "no surprises" principle. Included in this more formal mechanism for clear communication is the stipulation that the Chancellor writes a weekly report to keep the Governing Board informed of important District activities. Furthermore, the Chancellor, the Governing Board President and Vice President, Legal Council and the Chief of Staff meet one week prior to each regularly scheduled Board meeting, to ensure that all parties are fully aware of the business being presented at the Board. Finally, a weekly agenda review of the Chancellor's activities invites Board members' input and participation, thereby ensuring that the Board is fully informed of issues going on at the District level. This weekly communication vehicle (known as "C-Gram") diminishes the potential for unwelcome surprises and misunderstandings and helps to continue to build trust between the Chancellor and the Board. In addition, the Chief of Staff supports the Chancellor in

following up on outstanding items to ensure issues are addressed in a timely manner [DR7.9: Selected C-GRAM issues].

6. Handling of Citizens' Complaints

It should be noted that a particular difficulty regarding Board/Chancellor relations ensued when some community constituents, apparently frustrated over perceived College administrative inaction on certain issues, had begun to appeal directly to Trustees for redress. And with the advent of electronic communications, public access to individual Board members was only facilitated, threatening not only Board unity, but causing also a breakdown in Board/Chancellor functions.

In response to this perceived Board "micromanagement" issue above, the new Chancellor has pledged that all public issues will be satisfactorily attended to so that constituents will need to rely less on appeals to individual Trustees; most importantly, it is now understood that each Trustee who is privately contacted on any issue will now refer those individual issues to the Chancellor's office. [EVIDENCE NEEDED DR7.10: Selected Board and Chancellor's communication and constituents].

7. Review of the Code of Ethics

Another effort in harmonizing relationships between the Governing Board and the Chancellor will review Policy 2715 [DR7.11: BP 2715 Code of Ethics]. The Board recognizes the need to review the Code of Ethics and to evaluate whether or not to include more specific actions that the Board will adopt if one of its members violates the Code. This policy will continue to be

reviewed yearly at the Board Retreat. Revising Policy 2715 adds clarity and expectations for effective trusteeship and all Trustees are commited to adhering to the Board Code of Ethics[DR11. Revised 2715 Policy] Have Trustees completed the Ethics training, which I believe is due every 3 years?   VERIFY

8. Joint Retreat with Governing Board, Vice Chancellors, and Student Leaders: Introduction of New Peralta Way

In November 2015, the Chancellor arranged for a joint retreat with the Governing Board, high level administrators, and student leaders to formally introduce his ideas to strengthen leadership. At this retreat, the participants were introduced to an improved leadership model—the New Peralta Way—to enhance educational governance (DR7.15: BOARD RETREAT AGENDA). The "New Peralta Way" rests on a five-pillar leadership foundation , i.e., competence, passion, integrity, intimacy and democratic values. This 5-pillar foundation was drawn from Robert Staub's *Heart of Leadership* primer DEVELOP NARRATIVE HERE [DR7.16: The Heart of Leadership: 12 Practices of Courageous Leaders, Robert E. Staub, II (2002) pp. 21-27]. WAS THERE AN EVALUATION?

9. Governing Board Retreat (Summer 2016):

As was scheduled in the September workshop, in July 2016, another Board of Governor's Retreat was held. At this retreat, the Governing Board discussed PCCD priorities such as the newly instituted efforts to refurbish IT Services, Enrollment Management Planning, a review of newly Master Plans for all Colleges, an Accreditation Progress Report, and an update on Financial Planning. Additionally, the Governing Board and PCCD Leadership, along with the

Chancellor, engaged in an exchange of ideas , lead by a facilitator, to build on Trustee and

Chancellor goals. [DR7.19: Governing Board Retreat agenda, July 2016]. Following the July

Governing Board Retreat, the Governing Board and the Chancellor rated the retreat

……………[DR7.20: July Governing Board Retreat Survey]. An analysis of the Survey results

revealed that…… [DR7.21: Governing Board Survey Summary].

Another Board Retreat is planned for December 2016. At this Retreat, the Governing Board,

PCCD leadership, and the Chancellor will continue to build on their efforts to work

collaboratively and to examine PCCD's needs to improve student success.

10. Chancellor Address: PCCD Flex Day Fall 2016

On August 17, the Chancellor's addressed the PCCD community at Flex day and stated that…
One of his major points was the demonstrable evidence that documents the ability of the PCCD

Governing Board and Chancellor to work closely together while respecting their respective roles

[DR7.22: Chancellor's Flex Day Speech, August 17, 2016].

11. Regular Review of All Board Policies:

At the time of the ACCJC Team visit, members of the Team noted that they could not locate a

formal schedule for the ongoing, regular review of all Board policies and administrative

regulations. PCCD does, however, review Board policies and administrative regulations and

procedures updated, as needed.

In fact, the District practice of Board policy reviews aligns with the Community College League of California (CCLC) updates (generally twice yearly). District policies are then reviewed and vetted through the Chancellor's Cabinet and the Planning and Budgeting Council (PBC), the Council that serves as PCCD's shared governance body. To facilitate policy reviews and revisions, the District has given reassigned time to a faculty member (time line –4 years????) to create and/or revise Board policies and procedures as needed. [DR7.2: Evidence: memo from J. Bielanski] The move to follow the League has given PCCD the assurance that its policies adhere to legal requirements. As noted, all policies are reviewed by the PBC shared governance body, then Cabinet, and finally reviewed by the Governing Board for adoption. It is not necessary that administrative procedures be adopted by the Governing Board as they are within the Chancellor's purview. After policies are adopted, a PCCD announcement is electronically to all Peralta stakeholders so that everyone is aware of new policies. [evidence: Sample Policy Announcement, date].

In Fall 2016, the Chief of Staff will work with the faculty member who drafts policies and procedures to design and implement a more formalized Master Board Policy and Procedure Calender. By creating a more formalized document that addresses PCCD policy needs to include more closely the requests of the four Colleges, PCCD will ensure that policies are up to date and will continue to be publicized broadly and that issues that may pertain to new and or revised legislation are addressed. ANY FINAL PLANS HERE?

12. Summary and Conclusion

Recommendation 7 addressed a governance situation that existed at the time of the former Team visit, but has now been remediated with the hiring of a new Chancellor and the adherence to a more effective working relationship between Board and Chancellor, and the adoption of formal leadership and training. The Governing Board and the Chancellor have addressed Recommendation 7 by adhering to their respective roles and Standards (IV.B.1, IV.B.1.a, IV.B.1.e, IV.B.1.j) have been met.

With the arrival of a new Chancellor, the Peralta Community College District evinces a continued sense of optimism regarding leadership effectiveness based on:

1. The bona fides of the New Chancellor.

2. A renewed determination to focus on the good of the whole and not be caught up in the clamoring of special interests.

3. The agreement of a "no surprise" approach to Board and Chancellor relationships.

4. The adherence to Board policies (_SPELL OUT_____) in which the Board agrees to not overstep its role and, within itself, agrees to act collaboratively and not unilaterally.

5. The ongoing evaluation of the Governing Board and the Chancellor with the aim of clarifying roles and collaborative strategies to enhance the overall effectiveness of the District.

6. The Governing Board is supportive of the shift to a "New Peralta Way" for the District, which was introduced in the Chancellor's Fall 2015 Professional Development address and reiterated in the Spring 2016 Professional Development Address and the Fall 2016 address. (DR7: Speech outlines). This new Peralta Way began with a renewed commitment between the Governing Board and the Chancellor to provide more effective

and accountable leadership for the District. The New Peralta Way renounces Board

"micromanaging" of the Chancellor as stated in the current Commission

recommendation.

7. Broad inclusion of the College leadership in ongoing assessment and improvement of the

PCCD and enhancement of student success.

Recommendation 7 Evidence	
Evidence	Title of Evidence Document
1	BP Policy 2200
2	
3	Chancellor's job announcement
4	Section of Chancellor's Contract
5	Chancellor's contract portion tied to Board's behavior
6	Notes from Pam Fisher's workshop
	Governing Board goals, 2015-2016
6	Governing Board/Chancellor Evaluation chart
7	Survey of Goals, June 2016
8	Summary of Board and Chancellor Goals, June 2016]
9	Selected C-GRAM issues
10	Selected Board and Chancellor's communication and constituents
11	BP 2715 Code of Ethics]
12	Revised 2715 Policy
13	BOARD RETREAT AGENDA)
14	The Heart of Leadership: 12 Practices of Courageous Leaders, Robert E. Staub, II (2002) pp. 21-27
15	Governing Board Retreat agenda, July 2016
16	July Governing Board Retreat Survey
17	Governing Board Survey Summary
18	Chancellor's Flex Day Speech, August 17, 2016
19	Evidence: memo from J. Bielanski
20	Sample Policy Announcement, date

DRAFT:

Recommendation 8

In order to meet the Standards, the team recommends that the District systematically evaluate the equitable distribution of resources and the sufficiency and effectiveness of District-provided services in supporting effective operations of the Colleges (IV.B.3.b, IV.B.3.c, III.D.1.a, III.D.1.b, III.D.1.h).

I. Introduction:

Recommendation 8 addresses the need for the District to systematically evaluate: 1.) the

equitable distribution of resources, and, 2.) the effectiveness of services provided in supporting

the operations of the Colleges.

II. The Establishment of Institutional Goals and Objectives to Strengthen Institutional

Accountability and Effectiveness:

Each year, the Peralta Community College District establishes Institutional goals and objectives

that are then implemented and assessed throughout the year. The 2015-2016 Strategic Goals and

Institutional Objectives include the following overarching PCCD Institutional goal: "Strengthen

Accountability, Innovation and Collaboration."

Tied to this Institutional Goal are three objectives which pertain to Recommendation's 8

statement that the "District systematically evaluate the equitable distribution of resources and the

sufficiency and effectiveness of District-provided services." These PCCD objectives are:

- D.2: Institutional Leadership and Governance: Evaluate and update policies and administrative procedures, the PCCD organizational structure, and functional responsibilities within the District.
- D.3: Evaluate and update the PBIM participatory governance structure and the Budget Allocation Model (BAM).
- D.4: Global Planning: Develop a Total Cost of Ownership (TCO) plan that includes agreed upon standards, estimates costs for facilities operations and maintenance, costs for technology acquisition, repair and replacement cycles, custodial and stationary engineering services for all existing buildings and potential new facilities. [DR8.1]

III. The PCCD Budget Allocation Model (BAM)

Since 2011, when it was adopted by the District's Planning and Budgeting Council (PBC), the

District's Budget Allocation Model (**BAM**) has functioned as the primary mechanism for

determining resource allocations for the District's four Colleges. [DR8.2]. The model has been

revised four times, with the most current iteration approved in December 2014. [DR.8.2].

The Peralta Budget Allocation Model (**BAM**) was originally intended to provide an equitable

distribution of funding to the four Colleges and, indirectly, to the District Office for its support

services. However, the District has had difficulty fully implementing the BAM due to some

inherent challenges that will be discussed later in this narrative.

A. An Overview of the Current BAM (revision: December 17, 2014)

The core elements of the BAM are:

(1) a demonstrative linkage between strategic planning and funding at all levels;
(2) an allocation methodology that is equitable and clearly documented;
(3) a model that closely tracks how revenues are received from the State of California.
(4) a model based on the SB 361 State allocation model.

The BAM was designed to allocate fiscal resources (i.e., unrestricted revenues) in a transparent

and equitable manner, i.e., treating similar things similarly, to the four Colleges and is comprised

of State apportionment, non State apportionment funding, and Parcel Tax proceeds. State

apportionment funding represents approximately 70% of the District's unrestricted revenues.

The remaining 30% of unrestricted revenues is comprised of Parcel Tax funds, state lottery

funds, and non-resident tuition/fees.

The BAM provides each of the four Peralta Colleges with an allocation based on its *pro-rata* share of the credit FTES revenues generated by the respective College. In order to provide stability, to minimize the impacts of annual enrollment swings, and to assist in multi-year planning, these revenues are distributed based on a three-year rolling enrollment FTES average [DR8.3]. These distributions are equitable given the *pro-rata* basis of FTES generation.

Additional growth funding, when provided by the State, is allocated to the Colleges based on incremental FTES generated, as well as on the achievement of productivity targets. Moreover, the model has a built-in 'incentive program' with respect to productivity levels, rewarding those Colleges that meet their productivity targets with additional resources. This accountability incentive measure, however, was never implemented, most likely due to declining productivity levels across the Colleges.

The BAM takes into account, albeit indirectly, relevant District responsibilities such as the 50% law, full-time/part-time faculty requirements, attendance accounting, audit requirements, fiscal accounting standards, procurement and contract law, employment relations and collective bargaining, OPEB debt, and payroll processing and related reporting requirements. The District Office—including Admissions and Records, Financial Aid, Educational Services, Human Resources, Finance, IT, Maintenance and Operations—provides centralized support services that align with the District's Mission. [DR8.4]. (NEED TO DISCUSS EXCLUSIONS TO THE MODEL)

Subsequently, from the Total Revenue Allocation by College the cost of District Office support services, as well as other centralized services, e.g., services for students with disabilities or the payment of debt service on bonds, is deducted. What remains, then, is the college's Annual Budget Allocation.

The intent of the original BAM was that each College would develop its non-discretionary and discretionary budgets based upon its Annual Budget Allocation. Non-discretionary budgets consist of salaries of full-time and part-time faculty, full-time and part-time classified staff, administrators, and related benefits. These budgets approximate 90% of a College's Annual Budget Allocation. Discretionary budgets include supplies, equipment, utilities, and other miscellaneous expenditures, comprising approximately 10%.

When BAM was adopted in May 2011, it was apparent that – based on prior years' expenditures— two of the four Colleges would be *under-funded* in the new model in terms of revenues (calculated on a three year rolling FTES average). In an attempt not to disrupt the other two Colleges which were traditionally expending *more annually than* the new model would provide, the decision was made to gradually redistribute revenues over a period of three to four years in order to create a smoother transition. Ideally, this approach would eventually achieve a more equitable distribution of resources. At the conclusion of the transition period, Colleges would be funded based on their actual student enrollments and in accordance with their respective size and needs.

B. Finance Leadership And The Decision to Revise BAM

In 2014, in order to achieve a more equitable allocation of resources, the BAM was revised twice to include, among other changes, allocating non-resident tuition revenues to those Colleges who were generating them (and, indeed, directly supporting the non-resident students) as opposed to distributing them on a pro rata share of total FTES generated by each College as the model required. This change to the model, while approved and documented, was not implemented as two Colleges would have benefited from the change and two would have suffered hardship.

In August 2015, a new Vice Chancellor for Finance and Administration (VCFA) was hired. The VCFA quickly determined that, while the BAM had been partially implemented over the past few years from the revenue side, the District had yet to fully implement accountability on the expenditure side of the equation. Colleges had continued to underspend or overspend, compared with annual resource allocations, based on their respective situations. The VCFA then recommended to the Planning and Budgeting Council (PBC) the establishment of a task force to evaluate and revise the existing BAM.

C. Establishment of a BAM Task Force

A Budget Allocation Model (BAM) Task Force was convened under the purview of the PBC and began its work in October 2015. [DR8.5]. The nine-member task force includes: representatives from each College (including faculty, staff, and administration), a Student Trustee, the District's Budget Director and the VCFA. [DR8.6].

The BAM Task Force was charged with reviewing the current allocation model and making recommendations to the PBC to enhance the equitable distribution of resources to all four

Colleges. The following goals were established by the Task Force at its initial meeting: 1.) to become conversant with the current Budget Allocation Model; 2.) to possess an understanding of budgeting language; 3.) to determine if the Budget Allocation Model is the right model for the District; 4.) to identify disparities/inequities in the current model; and, 5.) to determine the level of understanding across the District of the BAM. [DR8.7].

In addition to establishing the above goals, the Task Force examined perceived inequities in the BAM such as the distribution of full-time faculty seniority. [DR8.8]. One College, for example, has significantly more senior faculty members than do the other Colleges. A more senior team means more faculty are compensated at a higher pay rate, which results in higher instructional costs per student. Therefore, it appears that that College is exceeding its resource allocation due to its higher salary costs given its more senior pool. How does/ can the BAM account for the unequal distribution of tenured faculty with respect to their seniority? Other perceived inequities in the BAM are high-cost programs such as nursing (and their relation to productivity), non-resident enrollment distribution, and fixed costs. [DR8.9]

The Task Force conducted a survey to solicit feedback regarding perceived strengths and shortcomings of the current Budget Allocation Model. Recurrent themes included the need for: more education (training), CTE dialogue, accountability, alternative funding sources, inclusion of administrative costs, considerations for classified hiring, and the examination of fixed costs. Results were assessed and evaluated, further defining the work of the Task Force. [DR8.10].

Meeting twice per month, on average, over the past year, the Task Force reported its progress monthly to the PBC and Task Force minutes were posted on the District's website.

D. Recommendations of the BAM Task Force

In August 2016 the BAM Task Force presented its preliminary recommendations to the District during its annual Flex event [DR8.11 NEEDED].. Intended to enhance the equitable distribution of resources within the existing BAM, recommendations included:

1. Removing all full time faculty salary and benefits costs from the "per College" allocation. The FTF expense will be accounted for "above the line" thereby reducing available revenues. Colleges will then be held harmless for the seniority of its faculty pool.

2. Maintaining the decentralized allocation of fixed costs and basing future allocations on prior year actuals. Further, centralizing all security costs under the District office budget so that they are shared more equitably by all Colleges.

3. Making no changes with respect to resources allocation and capped courses. The Task Force concluded that CTE have no significant disproportionate impact on College productivity levels.

4. Forming a separate Task Force to review and assess service levels, efficacy, and reasonableness of costs associated with all District Office support services.

5. Allocate the appropriate level of Custodians based on Industry Best Practices and an acceptable of facility cleanliness.

The Task Force anticipates concluding its work in Fall 2016 with final recommendations presented to the PBC in November. Upon adoption of the revised BAM, the District's goal is to adopt a revised allocation model to be implemented in the 2017-2018 fiscal year.

IV. Program Review and Resource Allocation Processes

In addition to the BAM, there are four Planning and Budgeting Integration (PBI) resource allocation processes that pertain to the effectiveness of District Services and the operation of the Colleges. These processes are central to Program Review (College and District) and govern the distribution of:

- Faculty Resources
- Staff Resources
- Technology Resources
- Facilities Resources

The resource allocation processes begin with each College's respective governance committee prioritizing its resource needs as part of Program Review. The College resource requests, along with requests from the District Service Centers, are then moved forward to the appropriate District PBI Committee, typically in the form of prioritized lists and without regard to budget considerations.   [DR8.12 Evidence here]

IV. Faculty and Staff Resource Allocation:

The District Education Committee receives prioritized faculty and staff requests, the District Technology Committee receives prioritized technology requests, and the District Facilities Committee receives prioritized facilities requests. These requests are discussed in their

respective PBIM Committees and forwarded to the District's Planning and Budgeting Council (PBC) for deliberation and endorsement. The various resource requests, along with PBC recommendations, are then sent to the Chancellor and to the Cabinet for final approval.

At the end of the year, the Committees conduct an assessment.

The District Educational Service Committee reviews the prioritized requests for replacement and new faculty hires that are forwarded each year from the Colleges.   This year, the PBC approved the development of an Ad Hoc Task Force Committee for Classified Staffing that will prioritize College and District staff requests into a single list that was forwarded to PBC for endorsement [DR8.13 Evidence]. The addition of this Ad Hoc Committee will assist to prioritize replacement and new staffing needs in the same way that new and replacement faculty needs are now currently ranked, i.e., each College creates a prioritized list which are reviewed by the appropriate District PBIM Committee and then forwarded to PBC for discussion and approval (contingent on funding). These resources allocations are explained in more detail in District Recommendation 4 (pages….).

V. Technology Resource Allocation:

In the past few years, PCCD has not had a reliable technology environment, the primary issue owing to a lack of strong IT leadership. Although the District has had an IT Plan to serve the District, and the four Colleges, lack of leadership and staffing interfered with implementing the Plan.

Because IT Planning has not always been satisfactory, all four Colleges have had to rely on their own IT planning and at times, the District has been slow to address their needs. Although the District has a very dedicated team, much equipment is approaching "end of life" or is at "end of life," staffing inadequate, and District projects generated from the Colleges took too long to implement and/or were not addressed often causing IT Services at both the District and the Colleges to act reactively instead of proactively. Additionally, District IT lacked the resources (money and human capital) to prioritize and to complete many projects. As funding and human capital became available, projects have been done.

In February 2016, the Chancellor recommended a major restructuring and change of leadership in the IT District Service Center owing primarily to security vulnerability, safety, security, and student success. Ferrilli Group did an IT assessment (DR8.14 Evidence here) and presented a draft 5 year Tactical Plan to management, which will be presented to DTC in early Fall 2016. DTC will then make a recommendation to PBC regarding this Plan. . The Plan was reviewed by the Governing Board in March 2016? It was reviewed once again at the Governing Board retreat in July 2016? (FACT CHECK HERE).   EVIDENCE?????CCD IT Plan, Reorganization and Minutes from IT meeting, Ferrilli Group Report]

The change in leadership brought about a change in IT goals , to include the addition of staff and training for existing staff (DR8.15 EVIDENCE). In May 2016, an interim Director IT was appointed, an experienced IT Senior Analyst who had served Laney College for over 15 years. The Interim Director hired one new hourly Help Desk Support Technician (DR8 Evidence Board minutes from May]. It is anticipated that another Help Desk Support Technician will be hired in

Sept. [EVIDENCE Sept. Board minutes?). These Technicians will be working on much needed helpdesk ticket prioritization, upgrading software, etc (NEED MORE DETAIL HERE). Additionally, two student workers were hired (Summer intern and Federal workstudy student). NEED EVIDENCE

The Ferrilli group is conducting a SWOT (SPELL OUT) analysis of IT Staff which will be completed in August 2016. A summary will go to DTC in early Fall, as they take steps to make changes to the infrastructure and to enhance service-oriented processes. [Evidence for SWOT analysis, one planning session and email]. (Insert New Org Chart draft, Reference Project Dashboard Password change, etc). Currently, the Information Technology Infrastructure Library (ITIL) is being introduced to the IT department as a guide for the creation of processes that follow IT Best Practices [EVIDNCE HERE]. IT has also contributed significantly to the design of the PCCD TCO Guidelines (See Recommendation 3, TCO Guidelines).

Furthermore, PCCD has an IT Steering Committee that helps to prioritize the work of IT. This Committee, comprised of Vice Chancellors, and IT Administration and Staff meet monthly to address prioritizies and renewed goals.   Furthermore, the District Technology Committee (DTC) is the central body that reviews and recommends various IT Projects for the Colleges. At times, the DTC was hindered by lack of leadership and morale was affected sometimes resulting in weakened oversight to the District and Colleges. Nevertheless, the DTC worked to develop the TCO Plan and to adopt better practices for addressing deferred maintainence and safety needs (enumerate other accomplishments here).

VI. General Services Resource Allocation:

The District General Service Center addresses the following prioritized requests: Daily Work order requests (to include emergencies), routine maintenance requests, deferred maintenance requests, and preventive maintenance requests. Since October 2015, the DFC has met with all the Colleges to determine their needs regarding the Total Cost of Ownership guidelines that are being crafted by the District. These Guidelines were presented to the DFC at their May meeting. In addition to the TCO Guidelines that were presented, it was understood that agreed upon standards for estimating costs for facilities' operations and maintenance, technology acquisition and replacement, and custodial and stationary engineering services for existing and new facilities would be included in the TCO guidelines. Furthermore, the number of outstanding facilities and maintenance requests has been significantly reduced (include numbers here).

VIII. Grants for All Colleges: Should we be reporting on any activity regarding grants and equity?

IX. Human Resources Staffing Plan

In May 2016, The Vice Chancellor of Human Resources presented PCCD's Staffing Plan to the Presidents Council, Cabinet, and the shared governance body, PBC. [DR8; PBC May Minutes…]. This comprehensive plan addresses the allocation of staffing resources and includes a new component wherein new staffing requests that are not addressed will be included, RAC TF. RAC TF (SPELL OUT) was formed the PBC in response to Program Reviews that requested additional classified staffing. The Ad Hoc Committee is now establishing a rubric for this project. (EVIDENCE??)/

During the District August Flex, the Plan will be presented in a Q and A session and forums will

be held in Fall 2016 at each College to respond to questions and to elicit suggestions. The

Staffing Plan will be assessed in April 2016.

X. Conclusion:

PCCD has a variety of resource allocation mechanisms in place. The 2015-2016 year was

focused on designing and implementing plans to review and enhance the equitable distribution of

resources. Most importantly, changes such as the revision of the BAM, the creation of a Staffing

Plan, the creation of TCO Guidelines and the revision of the IT Plan promise that the District

will continue to ensure the sufficiency and effectiveness of District-provided services in

supporting effective operations of the Colleges and continue to meet Standards IV.B.3.b,

IV.B.3.c, III.D.1.a, III.D.1.b, III.D.1.h.

NOTE: EVIDENCE MUST BE REVIEWED, EDITED, RENUMBERED TO MATCH FINAL TEXT

Recommendation 8 Evidence	
Evidence	Title of Evidence Document
1	PCCD 2015-2016 Strategic Goals and Institutional Objectives
2	Peralta Budget Allocation Model Final Draft (May 2011) http://web.peralta.edu/pbi/planning-and-budgeting-council/pbc-documents/ May 2011 Planning and Budgeting Council meeting document
3	Peralta Budget Allocation Model, December 17, 2015 http://web.peralta.edu/business/files/2011/09/BAM-12-17-14.pdf
4	Budget Allocation Task Force Minutes, October 16, 2015 http://web.peralta.edu/pbi/files/2010/11/BAM-TF-Minutes-Oct162015.pdf
5	5. Budget Allocation Task Force Minutes, November 3, 2015 http://web.peralta.edu/pbi/files/2010/11/BAM-TF-Minutes-Nov3-2015.pdf
6	Additional BAM Minutes

Evidence #	Description/Comments

Evidence #	Description/Comments
1	Appendix B – Security Assessment
2	Information Technology Strategy
3	Peralta Evaluation Executive Summary
4	Peralta Evaluation Review
5	Board Presentation
6	Matrix for college and District Responsibilities
7	Ferrilli Engagement
8	New IT Strategies Sept 2015
9	DTC Goals and Objectives
10	Information Technology Org Chart
11	PCCD Telephone Computer Network and Electronic Mail Use Guidelines
12	Ferrilli Mail - ITIL Primer Training
13	ITIL Presentation & Service Training
14	Fiscal Year 2015-2016 IT Projects
15	IT Projects 2015-2016
16	IT Project Schedules
17	PCCD IT PMO Dashboard
18	Survey Data
19	Ferrilli Mail - Survey Planning
20	SWOT Analysis List
21	SWOT Analysis
22	Strategic Plan Template
23	SWOT Analysis Handout
24	Tactical Plan Conversation and Meetings
25	PCCD 5 Year Tactical Plan Draft

INDEX OF ABBREVIATIONS AND ACRONYMS

ACCJC	Accrediting Commission for Community and Junior Colleges

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