



**Peralta Community College District**  
**Key Topics for Accreditation**  
**(Updated: March 2012)**

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# 1. Accreditation Overview

This section provides background on the accreditation process.

## *What is Accreditation? (from ACCJC website)*

Accreditation is a status granted to an educational institution that has been found to meet or exceed stated criteria of educational quality. Institutions voluntarily seek accreditation, and it is conferred by non-governmental bodies. Accreditation has two fundamental purposes:

- To assure the quality of the institution, and
- To encourage institutional improvement.

## *Importance of Accreditation*

The Peralta Community College District sees the accreditation process as an opportunity for continuous quality improvement. In a preparation meeting for the March 2009 accreditation team visits, Peralta faculty, staff and administrators identified the following benefits of accreditation:

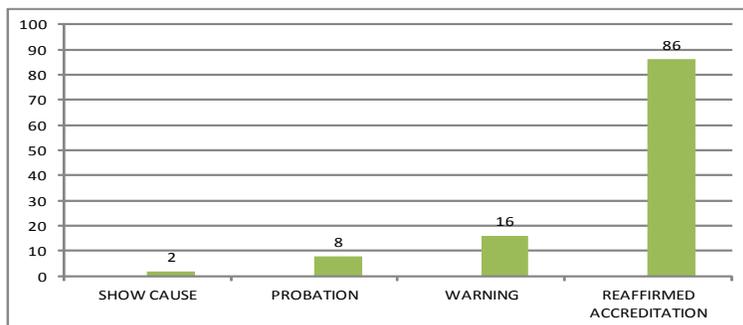
- Use the self-assessment of accreditation as a foundation for our continuous improvement;
- Create a road map for what will be do in the next three years within Peralta to improve institutional effectiveness;
- Share information throughout each college and across the district;
- Identify gaps and have a well-defined process and timeline for addressing them; and
- Use the recommendations to clearly define areas in need of improvement.

## *Current Status of Colleges*

### ACCJC Status Jan 2012

College Status	Number of Schools	Percent
<b>SHOW CAUSE</b>	<b>2</b>	2%
<b>PROBATION</b>	<b>8</b>	7%
<b>WARNING</b>	<b>16</b>	15%
<b>REAFFIRMED ACCREDITATION</b>	<b>86</b>	76%

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## **2. Glossary of Terms**

### ***College Educational Master Planning Committees (CEMPCs)***

Each college has a planning committee that develops educational recommendations to the College president. While called various names, such examples are CEMPC (College Ed Master Planning Committee at Merritt, College Roundtable at Berkeley City College) these committees serve the same function within the annual planning-budgeting process. In 2007/08 and 2008/09, the CEMPs developed a community-needs based educational master plan. On an ongoing basis, the CEMPCs will review program reviews and unit plans and recommend educational and resource priorities to their respective presidents.

### ***District Planning and Budgeting Council***

The District Planning and Budgeting Council is a shared governance committee that makes recommendations to the Chancellor on development of district budget and decision making. It also makes recommendations regarding Budget allocations to colleges/DO and the process used to make these allocations. It reviews and makes recommendations regarding discretionary allocations for the district from general, categorical, and one time fund. It reviews facilities revenues and other cash receipts. It engages in self-assessment and meets regulatory and legal obligations.

### ***District Education Committee***

The District Education Committee provides an integrated and holistic educational vision for the benefit of our students and communities. Its purpose is to ensure that Peralta's programs and services are relevant to changing demographic, community, and labor market trends. It examines issues and develops solutions in a collaborative framework. It also oversees the integrated process for developing educational plans, program reviews, and annual unit planning.

### ***Strategic Management Team (SMT)***

The purpose of the SMT is to ensure implementation of strategic initiatives. A major function is also to promote a culture and practice of collaboration across the four colleges. It is chaired by the Chancellor, and includes the College Presidents and the five Vice Chancellors.

### ***Planning and Budgeting Integration (PBI) Process***

The PBI integrates research, planning, and resource allocation on an annual basis. This is the foundation for the integration of research/assessment, planning and resource allocation. This process involves a district Technology Committee, a district Facilities Committee, a district Education Committee, and the district Planning and Budgeting Council.

### ***Program Review***

In 2007, the colleges developed a new program review process. The purpose was to engage each instructional, student service, administrative, and service center unit in a self-assessment of effectiveness. The colleges' educational planning committees will assess instructional program

together with the results of the institution-level program evaluation process. All colleges conducted program reviews for each program in 2010 and as per the three year cycle will again complete program reviews in spring 2013.

### ***Annual Program Updates (APU's)***

The unit plans build on program reviews and annual reviews of progress and data to present a detailed plan of action for improving quality, relevance, and productivity. All units – departments, programs, disciplines – will complete Annual program updates for their units (previously called unit plans). Annual Program Updates are the foundation for annual resource requests.

### ***College Educational Master Plans***

The CEMPs present a College-wide plan that is strategic and comprehensive and gives direction to all programs and services. The college Educational Master Plans are based on unit plans, program reviews, and other assessments of educational and learning needs and outcomes.

### 3. Integrated Planning and Decision Making

*What is Peralta's district-wide decision-making process and how is it working?*

#### General Process Overview

The following planning and budgeting integration calendar was developed based on work of the Planning and Budget Committee. This integrates district wide educational and budget planning and encompasses education, facilities, staffing, IT, marketing, and is inclusive of the four colleges and the communities served by the district.

#### **Phase 1: Assessment and Research**

##### *Winter/Spring Term*

- According to their respective planning calendars, the colleges initiate planning activities in winter or spring. The initial planning activities vary between the colleges regarding the specific timing of events, but the four colleges use common planning models. Specifically, the colleges use a common unit-planning template. The focus of this phase of work is to review institutional research results and the implementation status of prior unit plans.
- The Vice Chancellor, Educational Services oversees development of the *Annual Planning Budgeting Framework*, which has the following purposes: highlight emerging educational trends; assess effectiveness of prior strategic, educational and service center unit planning initiatives; document trends and issues regarding retention, persistence, basic skills improvement, degrees/certificates, student learning outcomes, transfer and productivity; review demographic and labor market trends; and preliminary budget forecast.

##### *August*

- Chancellor and Vice Chancellor, Education, provide overview of major planning and budgeting issues at Fall convocation.

#### **Phase 2: College and District-wide Planning**

##### *September*

- The District Wide Education Master Plan Committee (DWEMPC) meets to review *Annual Planning Budgeting Framework* and develop planning and budgeting guidelines and methodologies. The Committee will develop agreements between the colleges in areas requiring coordination.
- College Councils and/or educational committees review status of prior educational master plans,

program reviews, and unit plans and identify preliminary areas of focus for future planning.

- District service centers review status of prior institutional reviews and unit plans and identify preliminary areas of focus for future planning.

##### *October*

- College Councils (or educational committees) and District service centers review district wide planning and budget guidelines and modify/adapt to fit circumstances. College VP's and District Vice Chancellors prepare templates to update existing accelerated program review/unit planning and distribute to instructional, student service and administrative programs.
- Units update their accelerated program reviews/unit plans and including updates to grow/maintain/watch action plans. These include program and service initiatives, and resource requests (faculty, staffing, professional development, equipment, facilities)

##### *November*

- College budget committees and review recommendations from the college community, including faculty and staff hires, and statutory cost increases based on Educational Master Plan priorities.
- DWEMPC reviews compiled college and service center requests to identify any areas of potential collaboration or overlap between colleges, or between colleges and service centers. DWEMPC recommends solutions.
- SMT reviews DWEMPC recommendation

#### **Phase 3: Budget Development**

##### *January*

- Governor's proposed budget published
- Informational memorandums on the governor's budget proposal to all constituent groups (board of trustees, academic senate, budget advisory

committee, faculty union, classified unions); SMT meet to review proposed budget.

- Chancellor's budget advisory committee meets to review the governor's proposed budget and begins to develop budget assumptions.

#### *February*

- Review colleges' actual FTES, review college/district expenditures for the first half of the fiscal year. Prepare estimate of spring/intercession FTES and expenditures.
- Chancellor approves targeted FTES to realize growth and over cap funding.
- Propose board of trustees' budget workshop (February or March).
- Colleges' budget priorities submitted to district office.
- District office begins preparation of preliminary budget allocation.

#### *March*

- Initial proposals submitted to chancellor for the district budget.
- Review status of budget development with the academic senate and faculty union. Academic senate submits recommendation on budget process.

#### *April*

- Budget proposals reviewed by budget advisory committee.

#### *May*

- Discuss carry-over fund priorities and colleges submission of justification
- Governor presents May revise to budget (May 15).
- Draft tentative budget submitted to chancellor

#### *June*

- Tentative budget submitted to board of trustees at last June meeting (California Code of Regulations, section 589305[a]).

#### *July*

- Legislature approves and governor signs state budget by Jul 1.
- California Community Colleges State Chancellor's budget workshop in Sacramento.
- Informational memorandums issued on proposed budget revenues to all constituent

groups (board of trustees, academic senates, faculty union, and classified unions).

- Colleges meet with academic senates, faculty union, and classified unions on budget priorities.
- Colleges' revised budget priorities submitted to chancellor.
- Approved tentative budget input into financial accounting system

#### *August*

- Preliminary adopted budget available August 15 for chancellor's review.
- Comply with Title 5, section 58301 by publishing dates, time and locations where the public can review proposed adopted budget (budget must be available at least three days prior to public hearing).
- Adopted budget available for public review at the district office, each college library, and the offices of each college president.

#### *September*

- Board of trustees holds public hearing and final budget is presented for approval (on or before September 15) [California Code of Regulations, section 58305 (c)].
- Completed annual financial report and adopted budget to be submitted by September 30<sup>th</sup> to the State Chancellor's Office, with a copy filed with the County of Alameda Office of Education [California Code of Regulations, section 58035 (d)].

In following this budget development calendar, it is further proposed first to provide each college with a base budget which would include funding for fixed costs and funding determined necessary to meet FTES goals for the academic year. This funding would be available by July 1<sup>st</sup>. If the state chancellor's office in any given fiscal year makes cuts in funding or provides additional funding, this could affect the base budget. Second, beyond providing a base budget for each college, the proposal is to determine annually the availability of discretionary monies that could be divided among the colleges. The distribution of these discretionary funds would be based on priorities set in the educational master plans (i.e., faculty positions, classified positions, funds for new program start up) and determined through a review process wherein the district-wide educational master planning committee and the district budget advisory committee would make recommendations to the Strategic Management Team with a final decision by the chancellor on the allocation of the discretionary funds.

<u>Date</u>	<u>Item</u>	<u>Responsible</u>
January 24, 2012	Budget calendar to Board of Trustees for adoption.	Vice Chancellor for Finance and Administration
January 27, 2012	Projected Funds for 2012-13 fiscal year based upon Governor's budget proposal reviewed with the Planning and Budgeting Council and SMT (Date TBD).	Vice Chancellor for Finance and Administration
February 3, 2012	Projected funds for 2012-13 fiscal year and tentative distribution to campuses.	Vice Chancellor for Finance and Administration.
February 10, 2012	Prior and current year line item budgets, instruction packets, and due dates are distributed to Campus Presidents and Chancellor for distribution to managers with budget responsibility.	Chancellor Finance Office College Presidents
February 10, 2012 – April 19, 2012	Campus budget processes determine priorities, reallocation of funds (within college), and responsibility managers prepare budget forms for submittal to Finance Office.	College Staff
April 20, 2012	Budget reports to establish 2012-13 preliminary budgets are due to District Finance Office.	College Presidents
May (TBD)	SMT updated on status of Preliminary Budget. Review, discussion, and recommended adjustments brought forward.	Vice Chancellor for Finance and Administration
May 11, 2012	Preliminary budget is presented to the Planning and Budgeting Council.	Vice Chancellor for Finance and Administration
September 30, 2012	Present 2011-12 carryover amounts to Campus Presidents and Business Managers for allocations.	Vice Chancellor for Finance and Administration

## **What is the status?**

The colleges are midway through implementation of the above processes for the 2011-2012 planning-budget year. In Fall/Spring 2011-2012, the Colleges prepared annual Program Updates for instructional and student service divisions. These were tied to the program reviews that updated in Spring 2010. In addition all of the District Service centers have completed Service area program reviews that are posted on the Peralta Web Site at:

<http://web.peralta.edu/district/annual-program-reviews/>

## **What are next steps and areas for improvement?**

- Identify action plans for faculty sharing and program coordination/consolidation/redistribution.
- Continue work of linking planning and budgeting

## 4. Planning Cycles

On the following page is the Planning Cycle Map that Laney College submitted in their report that you all may find helpful.

A generic planning cycle calendar would be:

Annual Program Updates (previously unit planning)	Annual
College Strategic Planning Review	Annual
Program Review	3 years
Educational Master Plan update	5-6 years
Accreditation	6 years

Table 1. Planning Overview

An outline of the planning process—including the type of planning, time horizons, and key players—is laid out in Table 1, below (Planning Overview). The broad-based participation and opportunity for input by college constituencies is apparent and extensive.

Type of Planning	Time Horizon and Organizational Unit	Informs, Informed by, and Integrates with...
Unit Plan	Annual —Departments and programs	Facilities planning, human resources planning, fiscal planning, strategic initiatives such as Basic Skills Initiative, educational master plan, technology planning
Strategic College Planning	Annual — Shared-governance process led by the President	Unit plans and program reviews, educational master plan, aggregation of college-wide issues and themes, and district-wide goals and initiatives
Program Review	3 year —Departments and programs	Unit plans, curriculum reviews, educational master plan and long-range fiscal, human resources, technology, and facilities plans
Educational Master Plan	6-year —Shared-governance process led by the VP of instruction — Intersects with district Educational Master Planning Committee	Program reviews, unit plans, strategic initiatives, strategic opportunities and constraints, college-wide initiatives, and district wide initiatives
Fiscal Plan	Annual budget cycle and multi-year projections — Shared governance led by President and Executive Council	Base budget, unit planning, district enrollment growth targets, district revenue and expense planning, college budgeting, human resources planning, and district resource allocation plan
Human Resources Planning	Annual hiring cycle — Faculty Prioritization Committee, Executive Council	Core program funding, replacement scenarios for retirements, short-term and hourly hiring, and program expansion plans
Technology Planning	Short- and long-term planning cycles — Technology Committee, departments	Unit plans and program reviews, annual plans and cycles of technology adoption, long-term IT infrastructure plans, and bond fund planning
Facilities Planning	Short- and long-term planning cycles — Facilities Planning Committee, departments, Executive Council	Unit plans and program reviews, educational master plan, facilities master plans, short term facilities upgrades, long term renovations, and bond fund planning

**Accrediting Commission for Community and Junior Colleges**

Western Association of Schools and Colleges

**Rubric for Evaluating Institutional Effectiveness – Part II: Planning**

(See cover letter for how to use this rubric.)

<b>Levels of Implementation</b>	<b>Characteristics of Institutional Effectiveness in Planning</b> <i>(Sample institutional behaviors)</i>
<b>Awareness</b>	<ul style="list-style-type: none"> <li>• The college has preliminary investigative dialogue about planning processes.</li> <li>• There is recognition of case need for quantitative and qualitative data and analysis in planning.</li> <li>• The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g. in human or physical resources).</li> <li>• Planning found in only some areas of college operations.</li> <li>• There is exploration of models and definitions and issues related to planning.</li> <li>• There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money"</li> <li>• The college may have a consultant-supported plan for facilities, or a strategic plan.</li> </ul>
<b>Development</b>	<ul style="list-style-type: none"> <li>• The Institution has defined a planning process and assigned responsibility for implementing it.</li> <li>• The Institution has identified quantitative and qualitative data and is using it.</li> <li>• Planning efforts are specifically linked to institutional mission and goals.</li> <li>• The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation.</li> <li>• Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement.</li> <li>• Planning processes reflect the participation of a broad constituent base.</li> </ul>
<b>Proficiency</b>	<ul style="list-style-type: none"> <li>• The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements.</li> <li>• The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness.</li> <li>• The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes.</li> <li>• The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission).</li> <li>• The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses).</li> <li>• The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.</li> </ul>
<b>Sustainable Continuous Quality Improvement</b>	<ul style="list-style-type: none"> <li>• The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.</li> <li>• There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.</li> <li>• There is ongoing review and adaptation of evaluation and planning processes.</li> <li>• There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.</li> </ul>

## **5. Budget Allocation Model**



### **Budget Allocation Model**

**Peralta Community College District**

**Berkeley City College**

**College of Alameda**

**Laney College**

**Merritt College**



**Adopted by the Planning and Budgeting Council**

**May 20, 2011**

**Revised**

**February 9, 2012**

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## **Part I: Introduction and Background**

The following represents the summary recommendations of the Planning and Budgeting Council for addressing the implementation of an unrestricted general fund budget allocation model. The model presented herein closely follows the State of California's funding model established in Senate Bill 361 (SB 361). This represents the cumulative work of the Planning and Budgeting Council during the 2010-11 academic year which included regularly scheduled monthly meetings, two budget allocation model workshops, and the subcommittee work of the facilitators and Vice Chancellor of Finance.

### **Why develop an allocation model?**

Previously, a Peralta Community College District Budget Allocation Model was approved in 2006, revised and approved in 2008 by the then existing District Budget Allocation Task Force. However, these previously approved models were never implemented.

The current funding process has little linkage between revenues and expenditures. Therefore, the Planning and Budgeting Council expedited development of a new allocation model to address the situation. The core principals supporting the recommendations are

- 1) demonstrated linkage between strategic planning and funding at all levels;
- 2) transparency that is equitable and clearly documented, and
- 3) and an allocation model that closely mirrors how the revenue is received from the State of California.

### **Which allocation model best meets our needs?**

A number of fundamentally different approaches to revenue allocation in multi-college districts were explored. The SB 361 model is currently used for funding apportionment for all California Community Colleges. This model includes three fundamental revenue drivers: base allocation, credit FTES and non-credit FTES. The base revenue allocation takes into consideration the economies of scale and size of colleges. Apportionment funding from this formula represents more than 70% of the district's unrestricted revenue. Therefore, for sake of transparency and fairness, it is consistent that the Peralta Community College District utilize the SB 361 model in allocating apportionment resources to the colleges. This ensures that the colleges will receive what they earn.

The shift to utilization of an SB 361 model will define limits on the majority of resources and expenditures and will encourage fiscal accountability at all levels. The linkage of allocations to expenditures at the college level will move the Peralta Community College District to greater fiscal stability and clarity as to how colleges, support functions, and auxiliary enterprises are funded. Implementation of this budget allocation model is consistent with Board Policy 6.02.

**When will the new allocation model be implemented?**

Projected implementation for this plan is July 2011 contingent upon the approval of the Chancellor.

## **Budget Allocation Model: Guiding Principles**

- Simple and easy to understand
- Consistent with the State's SB 361 model
- Provides financial stability
- Provides for a reserve in accordance with PCCD Board policy
- Provides clear accountability
- Provides for periodic review and revision
- Utilizes conservative revenue projections
- Maintains autonomous decision making at the college level
- Provides some services centralized at the District Office
- Is responsive to the district's and colleges' planning processes

## **Partnership between the District Office and the Colleges**

The move from a historical expenditure based funding method to a revenue based allocation model will be a culture shift. The transition to a SB 361 allocation model will require changes in many areas including: accountability, autonomy, transparency, regulatory compliance, and expenditures.

On the broadest level, the purpose of this partnership is to encourage and support collaboration between the colleges and the district office. The colleges have broad oversight of institutional responsibilities while the district office primarily ensures compliance with applicable statute and regulatory compliance as well as essential support functions. It is understood that colleges have primary authority over educational programs and student services functions. Each college develops autonomous and individualized processes to meet state and accreditation standards. The college president shall be responsible for the successful operation and performance of the college.

The Chancellor, under the direction of the Governing Board, is responsible for the successful operation, reputation, and fiscal integrity of the entire Peralta Community College District. This budget allocation model does not diminish the role of the Chancellor nor does it reduce the responsibility of the district office staff to fulfill their fiduciary role of providing appropriate oversight of District operations. It is important that guidelines, procedures, and responsibilities be clear with regard to district compliance with law and regulation as it relates to the 50% law, full-time/part-time faculty requirements, attendance counting, audit requirements, fiscal and accounting standards, procurement and contract law, employment relations and collective bargaining, payroll processing and related reporting requirements, etc. Current responsibility for these requirements will remain at the district office.

The district office has a responsibility to provide direction and data to the colleges to assure they have appropriate information for management decision making with regard to resources allocation at the local level and to do their part in assuring compliance with legal and regulatory requirements. This budget allocation model acknowledges that the Peralta Community College District is the legal entity and ultimately responsible for actions, decisions, and legal obligations of the entire institution.

The district office has responsibility for providing certain centralized functions, both to provide efficient operations, as well as to assist in coordination between the district office and the four colleges. These services include human resources, fiscal and budgetary oversight, payroll, procurement, construction and capital outlay, information technology, facilities maintenance, security services, admissions and records, financial aid, and district-wide education and planning services.

The SB 361 revenue based funding model, when fully implemented, will allocate resources to the four colleges in a similar manner as received by the district. The model allocates resources

for the district office, district-wide services, and regulatory costs focusing leadership responsibilities on monitoring and oversight. This model will require the District Office to engage in on-going and timely dialogue with the four colleges on a variety of policy level governance and funding issues critical to the colleges' decision making.

## **Part II: Application of the Model**

### **Revenue Allocation**

The allocation model is based upon the principles inherent in the state funding formula prescribed by SB 361.

#### **Base Allocation:**

Each college shall receive an annual base allocation per SB 361. The base revenues for each college shall be the sum of the annual basic allocation, credit base revenue and non-credit base revenue.

#### **Credit Base Revenue:**

Credit Base Revenue shall be equal to the funded base credit FTES rate subject to cost of living adjustments (COLA) if funded by the State. To provide stability and aid in multi-year planning, a three year funded credit FTES average will be used to determine credit base revenue per college. This will assist in mitigating significant swings/shifts in credit FTES per college and associated resources.

#### **Non-Credit Base Revenue:**

Non-credit base revenue shall be equal to the funded base non-credit FTES rate subject to COLA if funded by the State. To provide stability and aid in multi-year planning, a three year funded non-credit FTES average will be used to determine credit base revenue per college. This will assist in mitigating significant swings/shifts in non-credit FTES per college and associated resources.

#### **Unrestricted Lottery:**

Projected revenue shall be distributed to colleges on a per-FTES basis.

#### **Apprenticeship:**

Revenue shall be distributed to colleges as earned and certified through hours of inspection.

#### **Distribution of New Resources:**

Distribution of new resources will be first allocated to non-discretionary budgets and then to discretionary budgets. Non-discretionary budgets are those that support the salaries and related benefits of permanent positions within the funded budget. Discretionary budgets consist of hourly personnel, supplies, materials, services, and capital equipment budgets.

Staffing: Faculty (FT, PT), Classified, and Administration. Staffing budgets are funded within the allocation model as components of the respective college's and district's non-discretionary budgets.

**Regulatory Compliance:**

50% law, Faculty Obligation Number (FON), Student Fees, and Contracted District Audit Manual.

**Growth:**

To the extent new growth funds are provided by the State of California, growth will be allocated on the basis of FTES. The amount per college will be dependent upon generation of funded FTES and achievement of productivity targets as outlined below.

**Non-Resident Enrollment Fees**

Non-Resident enrollment fees are set by the Board of Trustees no later than February 1<sup>st</sup> of the preceding year. These enrollment fees are considered unrestricted revenues. Beginning with fiscal year 2012-13, it is the desire of the District to distinctly identify and allocate these fees to the colleges in which the non-residential students are served. The allocation method used will be:

$$\begin{array}{r} \text{Gross Non-Resident Enrollment Fees (2011/12)} \\ - \text{Expenditures of the International Program (cost center 125) (2011/12)} \\ \hline = \text{Net Non-Resident Enrollment Fees (2011/12)} \\ \\ \text{College \% of total District-wide Non-Resident FTES (2011/12)} \\ \times \text{Net Non-Resident Enrollment Fees (2011/12)} \\ \hline = \text{College Non-Resident Enrollment Fee Allocation (2012/13)} \end{array}$$

**For purposes of this section, Non-Resident includes out-of-state and international students.**

**Productivity:**

Approximately 70% of Peralta's Unrestricted General Fund revenue is received in the form of state apportionment. Under the provisions of Senate Bill 361 (SB 361), state apportionment is primarily driven by the Full-Time Equivalent Student (FTES) workload measure. It is therefore necessary for the Colleges and the District as a whole to remain cognizant of certain internal workload measures to track efficiency and productivity. One such workload measure used is productivity. Productivity is generally defined by the number of FTES generated per Full-Time Equivalent Faculty (FTEF). For the fiscal year 2011-12, each college's productivity targets are 17.5 FTES/FTEF.

For any year in which the State funds growth, colleges that meet or exceed established productivity targets will be allocated additional growth dollars in accordance with the criteria outlined below.

Approximately one half (50%) of all growth dollars funded and received in the current fiscal year from the State will be allocated to the four colleges in proportion to the FTES generated by that college to the District's total funded FTES. The remaining one half (50%) of all growth dollars funded and received in the current fiscal year from the State will be allocated to those colleges that:

- Meet or exceed their productivity targets in the current fiscal year
- Meet or exceed their FTES targets in the current fiscal year
- Did not deficit spend in their respective fund 01 budget in the past and current fiscal years

These allocations will then become incorporated into the colleges' base budgets for subsequent fiscal years.

**Other New Resources (interest, non-resident tuition):**

Distribution of new resources will be based upon the source of funds. For revenue sources that are not site specific or attributed to a specific college or location, those resources will be allocated based upon FTES. In instances where new revenues are attributed to a specific college then those resources will be solely allocated to that college or location.

**Prior Year Carry Over:**

At the recommendation of the Vice Chancellor for Finance and approval of the Chancellor, unspent budgeted funds within discretionary accounts from the prior fiscal year may be carried over for discretionary purposes. Examples of such endeavors would include campus computer replacement cycle, one-time expenditures for program expansion or reorganization, or other one-time expenditures deemed highest and best use by the college President.

## **Enrollment Management**

### **Apportionment Revenue Adjustments:**

It is very probable that the district's revenue from apportionment will be adjusted after the close of the fiscal year in the fall, but most likely at the P1 recalculation, which occurs eight months after the close of the year. Any increase or decrease to prior year revenues is treated as an addition or reduction to the colleges' current budget year.

If apportionment revenue is reduced from the prior year base for any of the following reasons:

- Prospective revenue reduction anticipated in budget development;
- Mid-year deficit resulting from insufficient tax revenues or enrollment fees; or
- As a result of end of year adjustments.

When such adjustments occur they will be incorporated into revised allocations per location. The method of adjustment is dependent upon the type of adjustment. For example, if the adjustment is related to a statewide general fund reduction then the adjustment will be made – positive or negative – based upon FTES. If adjustments can be related to a prior year and are negative and produce significant negative operating effects, then broader discussion may be necessary to mitigate the impacts over multiple fiscal years.

### **Summer FTES:**

There may be times when it is in the best financial interest of the District to shift FTES earned during the summer between fiscal years. When this occurs, the first goal will be to shift FTES from all four colleges in the same proportions as the total funded FTES for each of the four colleges. If this is not possible, then care needs to be exercised to ensure that any such shift not create a manufactured disadvantage to any of the colleges respectively. If a manufactured disadvantage is apparent, then steps to mitigate this occurrence will be developed. Such strategic planning, because of the direct impact upon educational programs and services, should come through the shared governance process through the District Education Committee.

Restoring “borrowed” FTES should occur on the same basis as it was drawn down up to the levels of FTES borrowed. If it cannot be restored in that manner, care should be taken to evaluate if a disadvantage is created for any college.

Borrowing of summer FTES is not a college-level decision, but rather a district-level determination. It is not a mechanism available to individual colleges to sustain their internal FTES levels. Attempting to do so would raise the level of complexity on an already complex matter to a level that could be impossible to manage and prove detrimental to the district as a whole.

### **Shifting Resources among Colleges:**

To the degree that the required full-time faculty numbers for each college are out of sync with the ratios as established by the district based on FTES ratios, correction of the imbalance will occur, as vacancies occur at a college with faculty in excess of the required number.

1. The District will establish for each college a FON based on the ratios of funded FTES. Each college's ratio multiplied by the district-wide FON will become the college's FON. Each college's FON will be adjusted annually based on changes in funded FTES and subsequent requirements by the State regarding the FON. Each college shall be required to fund at least that number of full-time faculty positions. If the district falls below the FON and apportionment is taken away, that reduction shall lower the revenues of the colleges causing such apportionment loss.
2. If the imbalance is internal and the district as a whole is at or above its FON, the college or colleges below the required number shall increase its positions to maintain its individual FON.

### **Assessments for Centralized Services**

The costs for centralized support functions and services will be allocated to each college in the same manner as revenues. That is, costs will be allocated on a per-FTES basis.

Central support service areas include:

Chancellor's Office

Board of Trustees

General Counsel

Information Technology

Marketing-PCTV

Risk Management

Educational Services

Admissions and Records

International Education Program

Institutional Development and Research

Administrative Services

Department of Employee Relations (Employee Benefits)

Human Resources

Financial Services (Accounting, Budget, and External Reporting)

Purchasing Division

Payroll Department

General Services (Security, Police and construction)

Facilities Operations (Maintenance and Operations)

## **Other Post Employment Benefits (OPEB)**

The District has a very complex OPEB program that services the contractual commitments contained within the collective bargaining agreements. The current structure calls for the payment of the annual debt service (annual principal and interest payments) and the current expense of retiree medical costs to be made out of the unrestricted general fund. To the extent permissible, the OPEB Trust then reimburses the unrestricted general fund for the annual expense of the retiree medical cost. These are administered centrally because retiree costs are not associated with the annual operations of an individual college.

Beginning fiscal year 2010-11 the District implemented, as a piece of the revised OPEB strategy, an OPEB charge of 12.5% to each position salary to be used to assist with funding the unfunded actuarial accrued liability of \$221 million (per Bartel and Associates' report dated 3/21/2011). The application of this employer paid benefit charge is consistent with guidance provided by both the United States Department of Education and the California Department of Education.

The annual charge, in 2010-11 of 12.5%, is based upon an approved actuarial study and may fluctuate based upon revised actuarial studies.

Reserve and Deficits in accordance with Board Policy 6.04, the Budget will be developed with a minimum 5% Ending Fund Balance.

### **Part III: Strategies for Transition to the SB 361 Allocation Model**

It is understood that shifting from a base rollover allocation model to a 361 allocation model will mark a paradigm shift in funding methodology for the Colleges and District. Due to the size and magnitude of this change, the initial implementation may require multiple years to avoid negative and sudden operational impacts to programs and services.

Options to achieve implementation of the new budget allocation model may include:

Shifting FTES targets to provide additional apportionment to some colleges

Deficit reduction plans (2, 3, or 4 years)

Shifting growth money from one college to another

Reductions in centralized support functions and services

Utilization of international student tuition to either provide transitional dollars or permanent revenue to reduce apportionment deficits

#### **Periodic Review of the Budget Allocation Model**

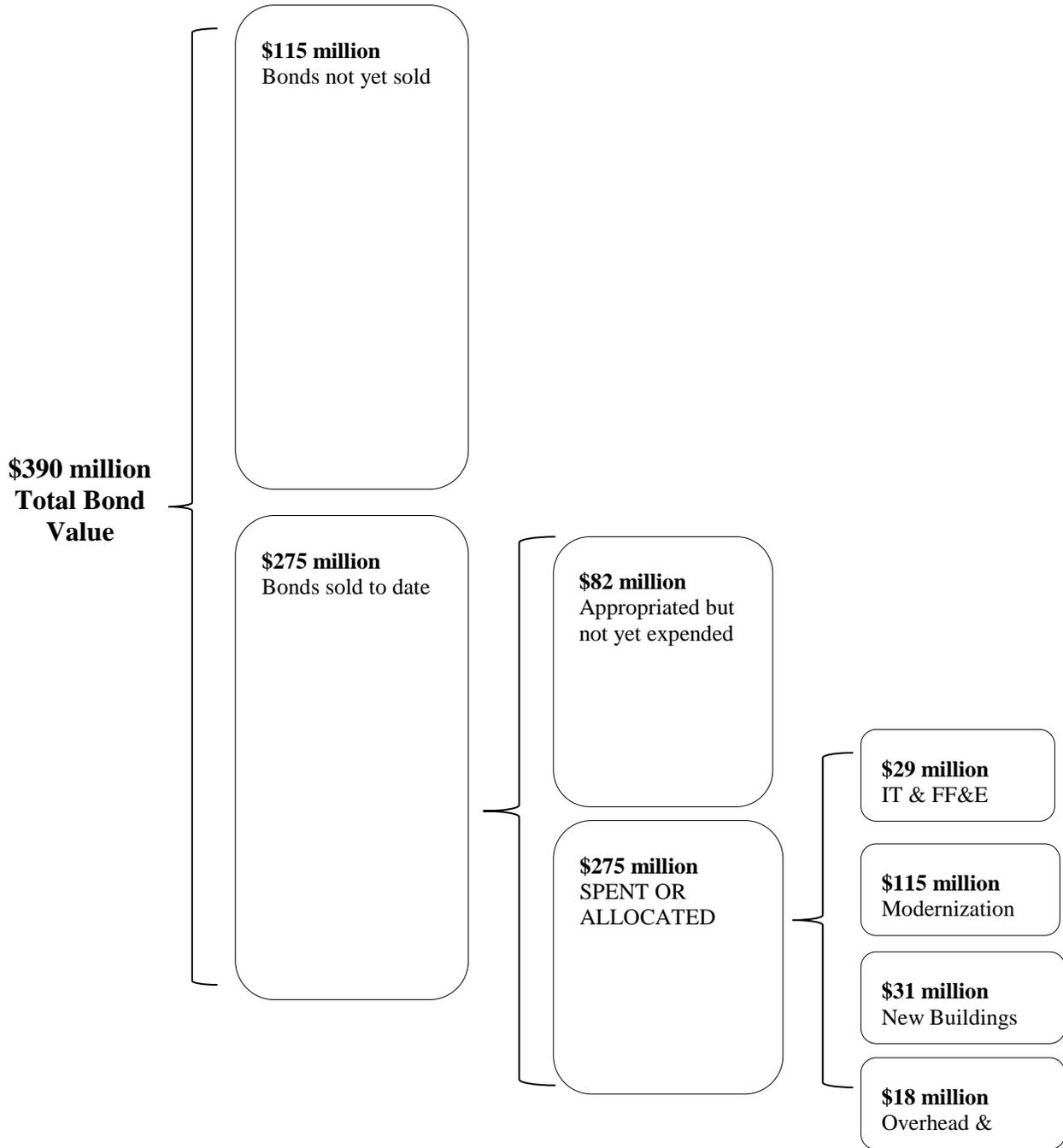
The move to this budget allocation model will take some time to sort out any remaining issues and evaluate the effectiveness of the procedures outlined herein. It is recommended the model be reviewed and adjusted after the first full year of implementation.

Thereafter, it is suggested that the model be reviewed at regular three-year intervals along with the procedures to determine what adjustments, if any, are necessary. The goal is to keep the model up-to-date and responsive to the changing community college system landscape.

## 6. Summary of Measure A Expenditures, as of February 29, 2012

The Measure A program is in progress. As shown on the graphic below, \$275 million in bonds have been sold to –date. Of those funds, approximately \$193 million has been spent or allocated. Of the \$193 million, \$115 million has been used for modernization, \$29 million for IT & FF&E, 31 million for new buildings, and \$18 million for overhead and miscellaneous.

In summary, \$82 million has not been spent and \$193 million has been spent or allocated.



## 7. Technology

In the last several years, Peralta has undertaken a broad effort to automate key systems: PeopleSoft, Passport, CCC Apply, and the Financial Aid system. It was a decision to automate the systems at Peralta to support efficiency and effectiveness and provide more options and support for students. Also, this was done to comply with the recommendations of an external auditor.

Successes in the technology area include the following:

- Training continues to be provided on for the various systems and the Web
- District anticipates hiring 2 senior level programmers
- Distance Learning now serves over 1000 FTES
- Building our internal capacity to fix our own problems, with limited use of consultants
- On-line master Calendar
- IT Strategy completed and adopted by Board
- Initiated the following projects from the IT Strategy
- Financials Data Warehouse
- PeopleSoft Upgrade
- Electronic Personnel Assignment Form
- Web-based Email
- End-Device Management System
- Standards-Based IT Procurement
- Document Management Systems
- Reconstituted IT governance with regular meetings of the District Technology Committee providing overall governance and the Engineering Network Group developing technical standards and guidelines

### ▪ **Peralta BI Tool**

Web-based, currently contains enrollment, student, and faculty data. Finance and HR coming soon.

BI provides automated reporting and updates. Dashboards have tabbed reports. Query and mini-query tools generate reports. Visual interface for quick development

Institutional Research Data Flow:

PeopleSoft -> Data Warehouse -> Dashboard Reports -> Websites, Documents

### ▪ **Peralta Websites ([www.peralta.edu](http://www.peralta.edu) )**

WordPress open source website platform ideally suited as data repository.

Free, easy to maintain, extensive user support, remote (cloud) hosting.

Multi-site networks with common theme and structure. Administrators, faculty, staff maintain their own websites. Robust, decentralized, same model as Internet itself

Laney, Berkeley, Alameda, and District have separate WordPress installations

Each installation has a dedicated remote server with daily backups.

District – 60 separate websites including Accreditation, Shared Governance Committees, Institutional Research, etc

Laney – 180 websites including Departments, Programs, Faculty, etc.

Berkeley – 100 websites including Departments, Programs, Faculty, etc.

Alameda – In development

## **8. Program Reviews and Annual Program Updates**

In January 2007, the District updated its instructional program review processes and initiated a 3-year cycle of review.

- All four Peralta Colleges completed Program Reviews (Instructional and Student Services) in Spring 2010.
- All four Peralta Colleges will completed Program Reviews (Instructional and Student Services) in Spring 2013.
- The 3-year accelerated cycle allows the programs reviews to be more timely and relevant.
- District Service Area Reviews can be found at

<http://web.peralta.edu/district/annual-program-reviews/>

**Accrediting Commission for Community and Junior Colleges**

Western Association of Schools and Colleges

**Rubric for Evaluating Institutional Effectiveness – Part I: Program Review**

(See cover letter for how to use this rubric.)

<b>Levels of Implementation</b>	<b>Characteristics of Institutional Effectiveness in Program Review</b> <i>(Sample institutional behaviors)</i>
<b>Awareness</b>	<ul style="list-style-type: none"> <li>• There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review.</li> <li>• There is recognition of existing practices and models in program review that make use of institutional research.</li> <li>• There is exploration of program review models by various departments or individuals.</li> <li>• The college is implementing pilot program review models in a few programs/operational units.</li> </ul>
<b>Development</b>	<ul style="list-style-type: none"> <li>• Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness.</li> <li>• Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness.</li> <li>• Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin. Etc.)</li> <li>• Appropriate resources are allocated to conducting program review of meaningful quality.</li> <li>• Development of a framework for linking results of program review to planning for improvement.</li> <li>• Development of a framework to align results of program review to resource allocation.</li> </ul>
<b>Proficiency</b>	<ul style="list-style-type: none"> <li>• Program review processes are in place and implemented regularly.</li> <li>• Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making.</li> <li>• The program review framework is established and implemented.</li> <li>• Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness.</li> <li>• Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples.</li> <li>• The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.</li> </ul>
<b>Sustainable Continuous Quality Improvement</b>	<ul style="list-style-type: none"> <li>• Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.</li> <li>• The institution reviews and refines its program review processes to improve institutional effectiveness.</li> <li>• The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.</li> </ul>

## 9. Student Learning Outcomes and Assessment

*What is the status of student learning outcomes and assessments?*

To date a great deal has been done with Student Learning Outcomes (SLO's) and Assessment, and the Colleges will be at the ACCJC Proficiency level for 2012-2013. Each of the Colleges has an SLO coordinator. They have involved the college community in a variety of ways -- from Staff Development for the development of SLO's and their assessment, to working with our Data management system/TaskStream, to working on assessment cycles, to including student learning outcomes and assessment data in Annual Program Review Updates.

Faculty Stipends have been identified for work in a variety of areas including but not limited to:

- Development of SLO's
- Completing Rubrics or Assessment tools for assessing SLO's
- Completing Program Outcomes
- Conducting Assessment of Course or Program SLO's
- Payment for faculty who serve as assessment facilitators

The Student Learning Outcome Coordinators have meet to share successes and some effective practices on their own campus that might work on the other campuses, and vice versa.

When a new course outline is developed it must contain the Student Learning Outcomes and the Assessment tools in order to be approved in the curriculum process.

The Colleges have established authentic assessment strategies for assessing student learning outcomes and have worked through their academic senates, College curriculum committees and CIPD for support of those strategies. Academic Senate and administration have accepted responsibility for the SLO implementation and stipends were developed to assist in the accomplishment of the tasks. Resources have been allocated to support student learning outcomes and assessment and faculty and staff are fully engaged in student learning outcome development.

On November 17, 2011, there was a district-wide "Strengthening Student Success Summit: Student Services and Student Success" held at the district. The Summit was well attended and participants agreed that sharing best practices across the colleges was an important endeavor.

On District Staff Development Days at the beginning of fall and spring semester, district-wide discipline meetings are held in the afternoon and each discipline dialogues about student learning outcomes and assessment for their discipline.

## Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

### Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes

(See cover letter for how to use this rubric.)

<b>Levels of Implementation</b>	<b>Characteristics of Institutional Effectiveness in Student Learning Outcomes</b> <i>(Sample institutional behaviors)</i>
<b>Awareness</b>	<ul style="list-style-type: none"> <li>• There is preliminary, investigative dialogue about student learning outcomes.</li> <li>• There is recognition of existing practices such as course objectives and how they relate to student learning outcomes.</li> <li>• There is exploration of models, definitions, and issues taking place by a few people.</li> <li>• Pilot projects and efforts may be in progress.</li> <li>• The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.</li> </ul>
<b>Development</b>	<ul style="list-style-type: none"> <li>• College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline.</li> <li>• College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes.</li> <li>• Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment.</li> <li>• Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation.</li> <li>• Appropriate resources are being allocated to support student learning outcomes and assessment.</li> <li>• Faculty and staff are fully engaged in student learning outcomes development.</li> </ul>
<b>Proficiency</b>	<ul style="list-style-type: none"> <li>• Student learning outcomes and authentic assessment are in place for courses, programs, support services, certificates, and degrees.</li> <li>• There is widespread institutional dialogue about the results of assessment and identification of gaps.</li> <li>• Decision-making includes dialogue on the results of assessment and is purposefully directed aligning institution-wide practices to support and improve student learning.</li> <li>• Appropriate resources continue to be allocated and fine-tuned.</li> <li>• Comprehensive assessment reports exist and are completed and updated on a regular basis.</li> <li>• Course student learning outcomes are aligned with degree student learning outcomes.</li> <li>• Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.</li> </ul>
<b>Sustainable Continuous Quality Improvement</b>	<ul style="list-style-type: none"> <li>• Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.</li> <li>• Dialogue about student learning is ongoing, pervasive and robust.</li> <li>• Evaluation of student learning outcomes processes</li> <li>• Evaluation and fine-tuning of organizational structures to support student learning is ongoing</li> <li>• Student learning improvement is a visible priority in all practices and structures across the college.</li> <li>• Learning outcomes are specifically linked to program reviews.</li> </ul>

Rev. 10/28/2011

## 10. Financial Aid Services

On June 17, 2009, the Vice Chancellor of Educational Services made a proposal to the Board of Trustees in an effort to resolve the “functional issues” related to financial aid. The proposal was to implement a SAFE Web-based system. However, it was determined in the Fall 2011 term that the SAFE Web-based system would not be utilized, instead PeopleSoft Financial Aid Modules would be used. According to the Information Technology report to the Board of Trustees at the February 28, 2012 meeting, Student Financial Aid has been listed as a priority project. The original proposal listed a five-year plan but has changed to a six-year plan based on the Information Technology Strategy Report presented to the board at the February 28, 2012 meeting which is as follows:

### 2009-2010

- Migrate all four colleges from Regent to SAFE immediately
- SAFE (EMASS) to provide Web-based financial aid system
- Continue Regent as a back-up system

### 2010-2011

- Peralta SAFE database conversion and migration
- PeopleSoft data integration (one-time preparation)
- Integration to the current Custom PCCD check-writing module
- Staff operational training
- ESI EMAS managed services (two hour response time)
- EMAS data services (import load of Federal ISIRs, monitoring PeopleSoft import/export, provide scheduled auto-award packaging subject to staff review approval)

### 2011-2012

- Continue use of SAFE
- Continue PeopleSoft data integration (maintenance and support)
- Continue staff proficiency training
- Continue ESI EMAS managed services
- Continue EMAS data services
- District will begin gathering student financial aid data needed to develop PeopleSoft Financial Aid Module by June 1, 2012

### 2012-2013

- Continue the plan of action as in 2011-2012
- PeopleSoft Financial Aid Module continues and testing begins

### 2013-2014

- Continue the plan of action as in 2011-2012
- PeopleSoft Financial Aid Module continues testing Fall 2013
- Use of SAFE product ends October, 2014

2014-2015

- PeopleSoft Financial Aid Module goes live to process students' financial aid January 1, 2014 for the 2014-2015 award year.
- Use of SAFE ends October, 2014

Presently, the Financial Aid services are under the leadership and supervision of Vice Chancellor of Student Services since July, 2010. It is anticipated that the new PeopleSoft system will be more efficient, thorough, and accurate in processing financial aid awards. In the future, the Financial Aid services at the four colleges will have document scanning systems in place for storing documents in PDF form. This automation will allow the colleges to reduce the amount of paper that is stored as well as the possibility of losing, misfiling, or misplacing paper documents then used for verification and eligibility purposes.

Financial Aid services have been centralized in the District office effective July, 2010. The benefits of a centralized evaluation process are (1) to simplify the notification and evaluation process; (2) to make the system user friendly and understandable for students and parents; (3) to ensure that the right students receive the right amount of money in the right time frame; (4) to reduce unnecessary and duplicate forms requested by colleges in determining a student's eligibility; (5) to produce documents that reflect a single mission and goals (i.e., Financial Aid Operational Policy and Procedure Manual, a District Financial Aid Handbook), for the purpose of distributing uniform and consistent information that can be placed in college catalogs, and (6) to reduce the number of non-compliance issues that "plague" the district and was very costly.

With the centralized Financial Aid services, each college, under the leadership of Vice Chancellor of Student Services and supervision of the District Director of Financial Aid, is primarily responsible for evaluating all Institutional Student Information Records (ISIR), preparing and e-mailing/ mailing letters regarding missing information, making requests for additional information, sending overpayment letters when a student is required to make a refund, sending (R2T4) letters, assembling financial aid folders needed for funding decisions, and informing the colleges as to which students are ready for packaging of Title IV aid. At the same time the colleges will be responsible for developing aid packages for individual students including federal, state, and local aid, making Professional Judgment decisions, reviewing Satisfactory Academic Progress appeals and other college decisions.

In addition, we have officially launched the new PeraltaCard disbursement services where students began receiving their Financial Aid funds in their PeraltaCard debit card on March 2, 2012. PeraltaCard is a new method for delivering financial aid disbursements to students. Students are given three options to choose from (Use of PeraltaCard, Wire transfer to the bank of their choice or Receipt of a physical check by mail).

## 11. Board of Trustees Role

*What is the status of the Board's involvement in operational decision-making?*

The Peralta Community College District consists of four colleges: Berkeley City College, College of Alameda, Laney College, and Merritt College. The governing board of the Peralta Community College District is a seven-member board. Each member is elected from a specific geographic region in North Alameda County and each serves a four-year term. Board member terms are staggered with biennial elections in accordance with California Education Code [BP 2100]. Although elected by geographic region, governing board members represent the interests of all county residents [BP 2200]. Two student trustees are elected by the student body of the four colleges for one-year terms [BP 2015]. On an annual basis the Board of Trustees elects a president and vice president [BP 2210]. The foundational responsibilities of the Board of Trustees [BP 2200] vested in them by the voters of Northern Alameda County constitute the following.

- Represent the public interest
- Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations
- Assure fiscal health and stability
- Monitor institutional performance and educational quality
- Advocate and protect the district
- Delegate power and authority to the Chancellor (CEO) to effectively lead the district
- Hire and evaluate the Chancellor
- Respect the authority of the Chancellor by providing policy, direction, and guidance only to the Chancellor who is responsible for the management of the district and its employees
- Delegate the authority to the Chancellor (CEO) to issue regulations and directives to the employees of the district

Periodically the board conducts study sessions and workshops to examine key initiatives and provide overall guidance. In addition, the governing board holds formal, posted, and publicized “listening sessions” at each of the four colleges at least once a year to obtain direct input from faculty, staff, students and the public.

The Board of Trustees is regularly updated on the status of district finances. Such reports are provided at meetings of the Board of Trustees. Reports include an update on the status of state funding and the state budget; the status of the district budget, including the district reserve;

external audit report; and expenditure of bond monies. In accordance with state regulations, the board has established a citizens' oversight committee to directly oversee Measure A funds

Annually, the Board of Trustees conducts an evaluation of the Chancellor and the Chancellor evaluates the college presidents. Evaluations are conducted to assure that the job performance of each individual is assessed and communicated to the individuals being evaluated in accordance with established procedure. The review and evaluation process includes an annual performance contract which serves as the basis for the annual performance review of all district administrators, with the governing board solely responsible for the Chancellor's review and evaluation. Other performance reviews are presented to the governing board in closed session as part of administrative contract renewal. With the implementation of integrated strategic planning, performance evaluations are correlated with the five district-wide strategic planning goals.

The Board of Trustees works to support the interests of the district and takes an active role in advocating for the interests of the community as a whole. The Board has taken seriously its role in and oversight of integrated strategic planning, an ACCJC recommendation to which the district and colleges have responded on an annual basis. The Board also has taken seriously a previous ACCJC recommendation not to micromanage and relies on the Chancellor, as the chief administrator, and the college presidents to operate the colleges in accordance with the policies of the governing board. The board has consistently funded any additional or outside assistance the district and colleges need to write and implement an integrated strategic plan, as well as to update district and college educational master planning, facilities master planning, and technology planning. The board has requested regular reports on the various planning processes. In the process of updating educational master plans, the board has asked the colleges to make monthly presentations at board meetings on programs of distinction and to comment on student and program learning outcomes. With the new California community colleges curriculum approval process, the board receives monthly reports on curriculum changes, and individual board members ask pertinent questions regarding curriculum actions. The Board of Trustees acts as a board of the whole, and even when votes are not unanimous, individual members honor the decision of the whole.

The governing board delegates full responsibility and authority to the Chancellor to implement and administer board policies without board interference, and holds the chancellor accountable for operation of the district. The governing board has charged the Chancellor with full responsibility for administering the district. The Chancellor in meeting the charge of the board meets twice a month with his Strategic Management Team, comprised of the three vice chancellors and the four college presidents. These meetings provide the forum for addressing district strategic and educational planning and for providing and maintaining quality educational programs and services for the community.

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

## 12. Integrated Strategic Planning

*What is the status of integrated planning across the colleges and for education, facilities, IT, marketing, and fiscal resources?*

Over the past three years colleges have:

- Completed the District Wide Strategic Plan in December 2006, and revised it in April 2008.
- Identify Short-Term and Long-Term Institutional Objectives annually for each Strategic Plan goal
- Implemented the Strategic Plan by the Management team at the Colleges and District Service Centers through Management Evaluations (this is our fourth year of implementation of the Strategic Plan)
- Conducted Program Reviews for each discipline in 2010 and will conduct Program Reviews again in spring 2013 ( Program Reviews are now on a three year cycle)
- Conducted Annual Program Updates
- Conducted District Service Area Reviews

The work on the Annual Program Updates/Unit Plans and the Program Reviews were folded in to develop our Educational Master Plans at each of the Colleges. These master plans were developed from the work of the faculty by reviewing their annual unit plans and program reviews. These Ed Master plans serves as a road map for our Facilities Master plan so that we can ensure we integrate the educational priorities with the facilities master planning.

Once colleges completed their annual planning process they were brought to each of the college Ed master planning committees, roundtables, college councils for discussion and prioritization. Prioritized lists were brought to our District Education Committee (DEC) for presentation and discussion; this process continues on an annual basis. These requests were/are then discussed with the Planning and Budget Council and at each of the District wide committees; Facilities, Technology and Education.

As the Peralta Community College District has grown in our Planning process, and with the development of our Budget Allocation Model, we are constantly assessing our progress. We continue to look at ways to streamline our decision making process to ensure its transparency, and the fact that planning does drive budget. The District-wide Planning Process (Planning and Budgeting Integration Model) is evaluated on an annual basis and improvements are made as necessary. It should be noted that the District holds an Annual Planning Summit in August as a means to beginning each new academic year and to keep the focus on strategic planning and focus especially in these times of a downturn in State funding.

Refer to Items 2 and 3 above.

## 13. Data Driven Decision Making

*How have the colleges and the district used Data to help drive planning?*

Through using the McIntyre Report, CCSSE, ARCC and CSEP the colleges, as well as the district has been able to use data in their decision making. Further, District Institutional Research data is critical to college and district decision making processes. The District Institutional Research Web site is as follows: <http://web.peralta.edu/indev/> In addition, Student Learning Outcome Assessment data housed by each college in TaskStream is an important part of decision making. Data is critical to Program Reviews, Annual Unit Plan Updates, and Service Area Review. It should be noted that for the last several years institutional research has been critical to enrollment management.

**Chuck McIntyre** conducted an Environmental Scan that help the colleges in writing their educational master plans, and are referred to on a regular basis when they conduct their annual unit plan updates. This report can be found on the district web page, under service centers by clicking the District Wide Educational Master Planning Committee Button, McIntyre Reports.

**ARCC**- We continue to use the data of the Accountability Reporting of the Community Colleges to review our Persistence, Retention and Success of our Students. The report also identifies success and persistence of the students in Basic Skills, ESL and Vocational Programs.

**CCSSE** –Community College Survey of Student Engagement conducted on the campuses.

**CSEP** – Committee for Strategic Educational Planning

This CSEP data is used to look at Productivity by reviewing Enrollment FTES trends compared with the FTEF (Faculty loads) per discipline, per division and per college.

**Annual Program Updates/Unit Plans/ Program Review** – Unit Plans and Program Review are rich in data. Productivity and student outcomes are included in both documents, and updated information can be found on the Peralta Institutional Research Website. This past year the data was populated by the office of Institutional Research for each of the college disciplines.

### **Automated Data Delivery – Annual Program Updates**

Each department at each college must prepare an Annual Program Update.

There are about 50 departments per college – about 200 total.

Departments must include data supplied by Institutional Research, including enrollment data, student success data, and faculty data

In past: Master spreadsheet was sent to colleges who would copy and paste data into reports

Now: Query in BI tool generates master spreadsheet.

Master Spreadsheet: Rows = departments, columns = data

Master Word document: Tables in cells hold data

Mail Merge automatically enters data into each program update and prints to Word or PDF.

Each Mail Merge “letter” contains formatted data for a specific department

Mail Merge generates data for 200 departments in less than 1 minute. .3 seconds per department.

### **Automated Data Delivery – Part Time Faculty Evaluations**

2500 part-time faculty at 4 Peralta colleges going back 10 semesters; Must be evaluated on a regular basis

Priority hiring pool and assignment determined by teaching frequency and average load

Master spreadsheet has faculty load data going back 8 semesters, so 20,000 spreadsheet cells of load data. BI query provides list of part-time faculty by term, with name, campus, department, load. Excel lookup function populates new faculty and ongoing load data in spreadsheet

Other excel functions provide averages, etc. Data for a new semester takes less than 1 hour to process. From BI to Excel, fully automated, no time-consuming and error-prone manual data entry