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 responsibilities: 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 Specific 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," was created, and has, as one of its objectives, to: "Evaluate and update policies and administrative procedures, the overall PCCD organizational structure, and functional responsibilities within the District" [DR6.1]. The PBIM 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 originally initiated in late Fall 2014.

The Vice Chancellor of Educational Services, in consultation with faculty and District Service Center leadership 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.

- To continue the work of the District Program Review Task Force to refine the existing District Program Review process.

- To 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].

III. Refining District Program Review

PCCD defines its Program Review as a "Systematic process for the collection, analysis, and interpretation of data……providing accountability….to inform integrated planning, resource allocation, and decision-making." More specifically, Program Review serves to:

- Ensure quality and excellence of academic programs.

- Provide a standardized methodology for review of instructional areas.

- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.

- Identify effective and exemplary practices.

- Strengthen planning and decision-making based upon current data.

- Identify resource needs.

- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the department, at the College and at the District level.

- Inform integrated planning at all levels within the College and the District.

- Ensure that educational programs reflect student needs, encourage student success, nd improve teaching and learning.

The District recognized that in order to better articulate the delineation of functions between the District and the Colleges that Program Review was indeed the right mechanism by which that differentiation could be made. Accordingly, the District began

its reform of Program Review in the Fall of 2014 with the appointment of a Program Review Task Force comprised of appointments from the District Academic Senate and appointments from the administration.

As discussed in District Recommendation 4, the purpose of the Program Review Task Force is to evaluate the District Program Review process and to make Program improvements. The Task Force continued to meet in Fall 2015 and Spring 2016 to examine and to validate all District Office Service Center Program Reviews [DR6.3].

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 and a Program Improvement Objective, and to provide a reason and/or evidence of a specified need.

The Program Review Task Force determined that in order to more effectively evaluate the delineation of functions between the District and the Colleges, a new component was needed. The new component, namely "section 4," addresses 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" [DR6.4].

In addition to adding this new section 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.

In November 2015, training was provided for the leadership of all District Office Service Centers to review the new requirements for Program Review. At the training meeting, a revised Program Review Handbook was distributed to all [DR6.5].

After Program Reviews were completed, they were submitted to the Program Review Task Force for further review and validation. 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 was forwarded to the PBC for review and potential recommendation to the Chancellor [DR6.6].
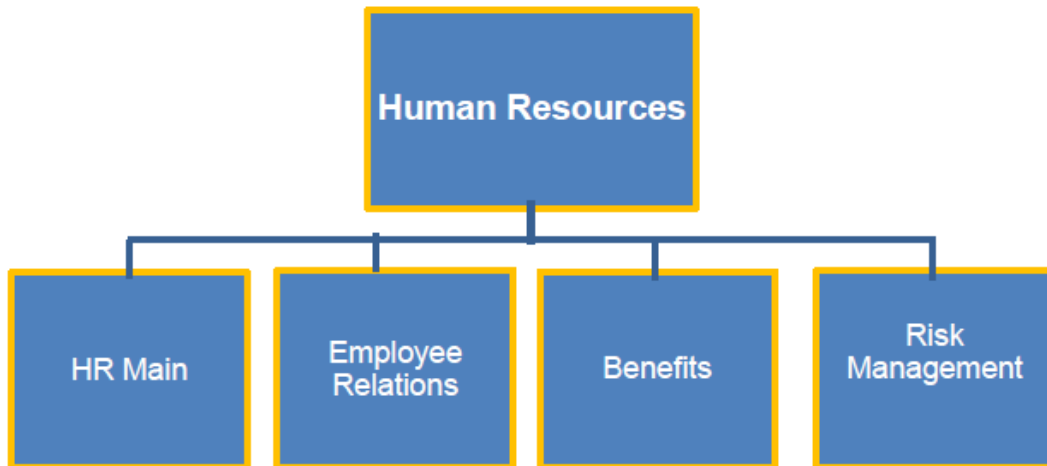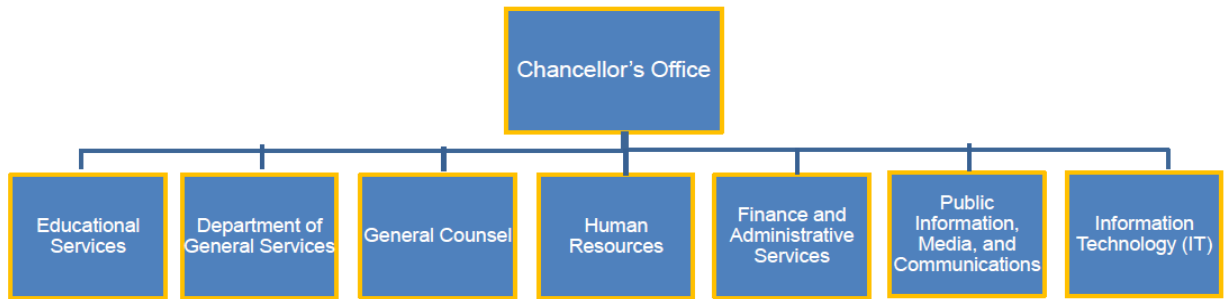
In February 2016, the Task Force conducted a survey of Program Review for the District and the Colleges. The survey included questions pertaining to timelines, data collection methodology, and training. Common concerns across the District pertained to the utilization of data and program review timelines, in addition, some protested that the distribution of data was incomplete and that training was often inadequate [DR6.7]. As reported in Recommendation 4, in May 2016 recommendations developed by the Program Review Task Force advocated for a permanent District wide Program Review Committee to continue to refine Program Review function [DR6.8].

IV. Development of Interactive District Functions Charts

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 Functions 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. The following screen shot provides the schema:

DISTRICT SERVICE CENTER

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                          Chancellor's Office
        ┌──────────┬──────────┬─────────┼──────────┬──────────────┬──────────┐
  Educational  Department of  General  Human    Finance and   Public      Information
  Services     General        Counsel  Resources Administrative Information, Technology (IT)
               Services                          Services      Media, and
                                                               Communications
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                          Human Resources
        ┌──────────────┬──────────────┼──────────────┐
     HR Main      Employee        Benefits       Risk
                  Relations                      Management
```

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 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 to make any suggested edits [DR6.9]. The revisions to the District Functions charts are particularly valuable as the District has initiated a Reorganization, and constituents continue to provide feedback to perfect the understanding of District/College functions.

V. District Organization Charts

In addition to the Functions Charts, District Organization Charts were created to better depict the delineation of functions 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 Functions Charts show the responsibilities inherent in each position at the Center level. The Organization Charts complement the Functions Charts. 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. As the District has engaged in its reorganization, the Organization Charts have needed revision to complement the Functions Charts; the District will continue to revise both documents [DR6.10].

VI. District Functions Matrix

In Spring 2016, the Vice Chancellor of Educational Services and the Executive Vice Chancellor of Strategic Partnerships and Advancement collaborated to revise a 2014 District Functions Matrix that provides a comprehensive narrative of the delineation of functions. The Matrix details indicators that depict College/District responsibilities labeled as Primary, Secondary, Shared, or Not Applicable, and is organized around Accreditation Standards.   The most recent version of the Functions Matrix was completed in May 2016 and brought to the PBC for distribution to the Colleges, Cabinet, and the Presidents' Meeting, for review and discussion, was published in C-Direct, and posted on the Accreditation Web page [DR6.11]. As the Colleges and District continue to review the District Functions Matrix, revisions will undoubtedly be forthcoming.

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 [DR6.12].

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 assess 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 be completed 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

A. 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. At PCCD, approximately 46% were faculty, 39% were staff, 14% were administrators, and 1% were contractors.

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 the Chancellor's Office exhibited an over 10% increase in the utilization rates in Fall 2015 [DR6.13].

Overall, the utilization of 10 District Service Centers has increased from Fall 2013 to Fall 2015; that is, an over 10% increase for Human Resources, Information Technology, Finance, General Services, and the 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 Fall 2015 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 Chancellors good teamwork," and "Receive needed information in timely manner." However, a few of the Service Centers received a greater number of negative than positive feedback (e.g., Finance, General Service, HR, IT, and Risk Management).

Some comments included, "It is very hard to get answers," "Request responses take too long," and "My issues have not been resolved yet."

Many of the Service Centers received negative feedback regarding *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 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. Comments included: "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 the desire for additional staff in A&R, HR, and IT; the three most utilized Service Centers; comments included, 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 to the results of the 2013 Survey, it seems that the District's need for improvement centers on issues pertaining to clear and timely communication, the need to recruit staff in a more timely manner, and the desire to provide more staff in some Service Centers [DR6.14].

B. District Responses to Service Center Survey

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

1. The Chancellor in his December 9, 2015 C-Direct, stated:
   "…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" [DR6.15].

2. Human Resources has 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, its purpose being to ensure that staffing needs are addressed and resources allocated equitably (See Recommendation 4).

3. The District, under its new Reorganization Plan, has added key leadership positions to provide better oversight and collaboration with the Colleges. For example, the newly appointed Assistant Vice Chancellor of Enrollment Management, is leading the implementation of a more streamlined system to expedite enrollment and recruitment practices for all four Colleges. Similar outreach to the Colleges has been extended to the areas of IT, Finance, and Maintenance and Operations. The addition of key leadership positions and the reassignment of duties for some of the existing leadership include the following:
   - A Vice Chancellor of Academic Affairs has been added to provide District leadership in assisting the Colleges in fulfilling expectations of educational excellence.

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

- An Associate Vice Chancellor of Work Force Development and Continuing Education has been added to coordinate College CTE work and the business community.

- The Vice Chancellor of Educational Services has assumed the leadership of Distance Education (DE) to strengthen DE across the Colleges.

- The Chief of Staff (new) supports the Chancellor in recommending and maintaining effective organizational goals and objectives and oversees and coordinates Institutional Research.

- A Vice Chancellor of IT (new) will provide a much needed leadership role in IT to build an effective IT environment.

- An Executive Vice Chancellor of Strategic Partnerships and Advancement (new) works with community and educational entities to develop partnerships to improve services to the community and to students.

It is apparent that PCCD needs additional staff to better coordinate District/College functions and to enrich student education. To increase staffing requires either a reallocation of resources or new funding, however, new staffing does not necessarily equate to better services. PCCD's ongoing plan to gain greater resources includes the following:

1. Work to increase enrollment and retention (Assistant V.C. of Enrollment Management)

2. Establish units to increase resources such as Workforce Development and Contract Education training and non credit courses (Associate V.C. for Workforce Development and Continuing Education)

3. Reallocation of resources for institutional effectiveness (EVC for Strategic Partnerships and Advancement and Associate V.C. for Workforce Development and Continuing Education). It is anticipated that WDCE, for example, will be self-supporting in two years and profitable thereafter to increase College revenue to support to a higher level student success, staffing needs, and professional development.

VIII. 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. In 2016, the Chancellor's <u>Management Leadership District Academy Peralta</u> (MLDAP) was developed 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 and MLDAP is ongoing.

Another concerted effort to strengthen services provided by the District to the Colleges is the improvement of Program Review. The Program Review Task Force continues to refine Program Review, as discussed, and it is anticipated that these renewed efforts to make Program Review more meaningful will strengthen the reciprocal responsibilities between the District Service Centers and the Colleges. Additionally, new leadership positions within the District should enhance District support to the Colleges.

At the PBIM Summit in August 2016, the Executive Vice Chancellor of Strategic Partnership and Advancement described a new project that will be undertaken, under the direction of the Chancellor, that is, to evaluate all Program Review outcomes and resource requests from 2015-2016 by October 1, 2016, and to present the various requests to the Chancellor's Cabinet for review and action. Activities or recommendations that cannot be funded through the General Fund will be considered as outreach to corporate and governmental funding.   The move to develop accountability for District Program Review outcomes aims to enrich support services to all four Colleges and to ensure that outcomes are more meaningful.

RECOMMENDATION 6: DISTRICT RESPONSES	
Evidence	**Title of Evidence Document**
DR6.1	PCCD 2015-2016 Strategic Goals and Institutional Objectives
DR6.2	Education Services Action Plan
DR6.3	PR Task Force May 10, 2016 Meeting Minutes
DR6.4	2015 District Service Center Program Review Handbook
DR6.5	PR Task Force Meeting Notes Dec. 1, 2015
DR6.6	PBIM Presentation Nov. 19, 2015
DR6.7	PCCD PBC May 27, 2016 Minutes
DR6.8	Program Review Evaluation Summary, June 2016
DR6.9	E-mail - Revised Version of Functions Charts Aug. 22, 2016
DR6.10	District Organization Charts, Sept. 2016
DR6.11	PCCD Functions Matrix May 16, 2016 Revision
DR6.12	2013 Customer Satisfaction Survey Summary
DR6.13	District Service Centers Survey 2015
DR6.14	Peralta District Service Centers "Customer Satisfaction" 2015 Survey Report
DR6.15	C-DIRECT Dec. 9, 2015