# District Function Guide

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</table>
Peralta Community College District

Guiding Framework
Mission of the Peralta Community College District
(Board Policy 1.24)

We are a collaborative community of colleges. Together, we provide educational leadership for the East Bay, delivering programs and services that sustainably enhance the region’s human, economic, environmental, and social development. We empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives. Together with our partners, we provide our diverse students and communities with equitable access to the educational resources, experiences, and life-long opportunities to meet and exceed their goals.

In part, the Peralta Community College District provides accessible, high quality, educational programs and services to meet the following needs of our multi-cultural communities:

Student preparation for transfer to baccalaureate institutions;
Articulation agreements with a broad array of highly respected Universities;
Achievement of Associate Degrees of Arts and Science, and certificates of achievement;
Acquisition of career-technical skills that are compatible with industry demand;
Promotion of economic development and job growth;
Remedial and continuing education;
Lifelong learning, life skills, civic engagement, and cultural enrichment;
Early college programs for community high school students;
Supportive, satisfying, safe and functional work environment for faculty and staff; and
Preparation for an environmentally sustainable future.

(Approved by the Board of Trustees: September 16, 2008)
Vision

The vision statement describes the desired future condition of the colleges.

*We are a collaborative community of colleges. Together, we provide educational leadership within a network of allied organizations and institutions committed to enhancing the quality of life, sustainability, and workforce and economic development of the central East Bay. Together with our partners, we provide our students and communities with the educational resources, experiences, and ongoing capacities to meet and exceed their goals.*

Values

Our values are guidelines for daily interactions and decision-making. They provide principles that reinforce the behaviors needed to make cultural change.

**Student Success**—The Peralta Colleges make decisions with respect to how they will support student and community success.

**Excellence**—We strive for the highest level of quality in all programs and services.

**Innovation and Measured Risk Taking**—We support developing new approaches to respond to changing circumstances.

**Collaboration**—The colleges and service centers use a consultative decision-making process based on trust, communication and critical thinking.

**Trust and Credibility**—We strive to believe in the honesty and reliability of our colleagues, and to act with integrity at all times.

**Learning by Doing**—We identify and resolve challenges recognizing that we need to provide support, not blame, to one another in a process of “learning by doing.”

**Employee Development**—The colleges and services centers provide ongoing support for all employees to development their capacities to support student and community success.

**Communication**—We listen carefully to understand each others’ perspectives, and clearly state our honest assessments.

**Respect**—All employees strive to treat one another with respect, especially when engaging in difficult communication.

**Financial Health**—The colleges and service centers are effective managers of public resources.

**Diversity**—We recognize and value the strengths of our diverse communities and colleagues.
Planning and Decision-Making Principles

The planning and decision-making principles provide guidance to institutional processes:

*Educational Primacy*—Educational needs and activities drive the enterprise.

*Planning Drives Resources*—Resources will be allocated on the basis of information-based, strategic planning processes.

*Shared Governance*—The Strategic Plan will be implemented according to the spirit of collaboration and the roles and responsibilities embodied in shared governance.

*Diversity and Shared Strengths*—College autonomy and district-wide collaboration are mutually supportive and create the highest levels of student and community success.

*Organizational Development*—The colleges and service centers provide ongoing attention to building the capacity and effectiveness of all organizational processes.

*Collaboration*—The colleges and service centers are committed to collaborating as a team and coordinating programs and services to maximize the benefits to students and the community.

*A Future Orientation*—We strive to anticipate change and provide leadership for the human and social development of our communities.
GOALS AND STRATEGIES

The guiding framework for district planning will be implemented through five strategic goals. The goals provide broad guidance and direction for planning at all levels and across the colleges and service centers. In addition, all Peralta employees can contribute to the achievement of these goals through discretionary and decentralized action. For each goal, specific objectives and performance measures can be developed to ensure accountability.

A  Advance Student Access and Success
Challenge and empower all our students to succeed.

B  Engage Our Communities and Partners
Actively engage and partner with the community on an ongoing basis to identify and address critical needs.

C  Build Programs of Distinction
Create a cohesive program of unique, high-quality educational programs and services, including signature programs at each college and foundation programs for the entire district.

D  Create a Culture of Innovation and Collaboration
Implement best practices in communication, management, and human resource development.

E  Ensure Financial Health
Ensure that resources are used wisely to leverage resources for student and community success.
Overview of Goals and Strategies

The following table summarizes the goals and the associated strategies.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.  Advance Student Access and Success</td>
<td>A1. Expanded Access</td>
</tr>
<tr>
<td></td>
<td>A2. Increased Student Retention</td>
</tr>
<tr>
<td></td>
<td>A3. Coordinated and Consistent Distance Education</td>
</tr>
<tr>
<td></td>
<td>A4. Support for Quality Instruction</td>
</tr>
<tr>
<td></td>
<td>A5. Professional Development for Quality Programs and Services</td>
</tr>
<tr>
<td></td>
<td>A6. Student Technology Access</td>
</tr>
<tr>
<td></td>
<td>A7. Student Support Services</td>
</tr>
<tr>
<td>B.  Engage Our Communities and Partners</td>
<td>B1. Community and Economic Development Alliances</td>
</tr>
<tr>
<td></td>
<td>B2. Community Needs Assessments</td>
</tr>
<tr>
<td></td>
<td>B3. Educational Partnerships</td>
</tr>
<tr>
<td>C.  Build Programs of Distinction</td>
<td>C1. Signature Programs</td>
</tr>
<tr>
<td></td>
<td>C2. Curriculum Review and Adjustment</td>
</tr>
<tr>
<td></td>
<td>C3. Basic Skills Education</td>
</tr>
<tr>
<td></td>
<td>C4. Integrated College and Family Brand</td>
</tr>
<tr>
<td>D.  Create a Culture of Innovation and Collaboration</td>
<td>D1. Collaborative Leadership</td>
</tr>
<tr>
<td></td>
<td>D2. Process Streamlining</td>
</tr>
<tr>
<td></td>
<td>D3. Information Technology Capacity</td>
</tr>
<tr>
<td></td>
<td>D4. Board Development</td>
</tr>
<tr>
<td></td>
<td>D5. Internal Communications</td>
</tr>
<tr>
<td></td>
<td>D6. Human Resource Development</td>
</tr>
<tr>
<td></td>
<td>D7. Service Centers as Partners</td>
</tr>
<tr>
<td></td>
<td>D8. Collaborative Strategic Planning</td>
</tr>
<tr>
<td></td>
<td>D9. Accountability Systems</td>
</tr>
<tr>
<td>E.  Ensure Financial Health</td>
<td>E1. Integrated Enrollment Management</td>
</tr>
<tr>
<td></td>
<td>E2. Partnerships and Alternative Resources</td>
</tr>
<tr>
<td></td>
<td>E3. Resource Sharing</td>
</tr>
<tr>
<td></td>
<td>E4. Stewardship of Investments</td>
</tr>
</tbody>
</table>
LONG - TERM

INSTITUTIONAL OBJECTIVES
### Strategic Goal A: Advance Student Access, Equity, and Success

<table>
<thead>
<tr>
<th>Long-Term Institutional Objectives</th>
<th>Base Data: AY ’06-’07</th>
<th>Performance Measurements (To Be Finalized)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grow 29,200 FTES enrollment by year 2022, at 17.5 productivity rate</td>
<td>In academic year ’06-’07, 18,769 FTES enrollment, at 16.15 productivity rate.</td>
<td>Based on Traditional Measures and State ARCC indicators, compared with other similarly situated colleges. Possibly use other statistical data.</td>
</tr>
<tr>
<td>Increase student persistence</td>
<td></td>
<td>Survey cohort 3, especially, what their objectives are. Maybe start with matriculation students; for example, of those students checking matriculation box, measure those students’ persistence. Or, only consider completion when students have a passing grade.</td>
</tr>
<tr>
<td><strong>Cohort 1:</strong> Beginning the Journey</td>
<td><strong>2012</strong></td>
<td><strong>Cohort 1:</strong> Beginning the Journey</td>
</tr>
<tr>
<td></td>
<td>65%</td>
<td>65%</td>
</tr>
<tr>
<td>Maintain accreditation</td>
<td>As of the end of academic year ’06-’07, accreditation was maintained.</td>
<td>WASC status</td>
</tr>
<tr>
<td>Achieve ethnic parity in line with the District’s service-area demographics per the Student Equity Plans adopted by the Board of Trustees (+/- 1%) by 2012.</td>
<td></td>
<td>College Student Equity Plans</td>
</tr>
<tr>
<td>Increase student engagement at the colleges.</td>
<td>As of the end of academic year ’06-</td>
<td>Use Community College Survey of Student</td>
</tr>
</tbody>
</table>

Peralta Community College District  
Approved by Board of Trustees, September 16, 2008
### Strategic Goal B: Engage Our Communities and Partners

<table>
<thead>
<tr>
<th>Long-Term Institutional Objectives</th>
<th>Base Data: AY ’06-’07</th>
<th>Performance Measurements (To Be Finalized)</th>
</tr>
</thead>
</table>
| Increase the number of partners, and improve the quality of such relationships. | As of the end of academic year ’06-’07, inventory of partnerships does not exist. | Survey employees to determine the number of hours dedicated to the community.  
Survey key partners to determine the quality of the partnerships. |

### Strategic Goal C: Build Programs of Distinction

<table>
<thead>
<tr>
<th>Long-Term Institutional Objectives</th>
<th>Base Data: AY ’06-’07</th>
<th>Performance Measurements (To Be Finalized)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue planning process and ensure that District-wide Educational Master Plan is addressing the needs in the service areas with all deliberate speed</td>
<td>As of the end of academic year ’06-’07, District-wide Educational Master Plan did not exist.</td>
<td></td>
</tr>
<tr>
<td>Continue planning process and ensure that District-wide Resource Master Plans (Facilities, Fiscal, Human Resources, Information Technology, and Marketing) directly support the Educational Master Plan</td>
<td>As of the end of academic year ’06-’07, District-wide Facilities Master Plan did not exist.</td>
<td></td>
</tr>
</tbody>
</table>
### Strategic Goal D: Create A Culture of Innovation and Collaboration

<table>
<thead>
<tr>
<th><strong>LONG-TERM INSTITUTIONAL OBJECTIVES</strong></th>
<th><strong>BASE DATA: AY ’06-'07</strong></th>
<th><strong>PERFORMANCE MEASUREMENTS (TO BE FINALIZED)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve collaboration and integration between the Chancellor’s Office and Colleges</td>
<td>Survey conducted in summer 2006 indicated a need for better collaboration between the Chancellor’s Office and the Colleges.</td>
<td>Survey of Strategic Management Team members on collaboration and integration. Survey SPPAC on collaboration and integration.</td>
</tr>
<tr>
<td>Establish and set aside $50,000 (minimum) each year for Innovation Fund program.</td>
<td>At the end of academic year ’06-'07, no Innovation Fund existed.</td>
<td>Budgeted every fiscal year</td>
</tr>
<tr>
<td>Conduct annual self-review of the Board of Trustees</td>
<td>At the end of academic year ’06-'07, Board did not conduct annual evaluation.</td>
<td></td>
</tr>
<tr>
<td>Continue to develop organizational capacity for institutional effectiveness</td>
<td>At the end of academic year ’06-'07, there was no formal structure or person formally responsible for institutional effectiveness.</td>
<td></td>
</tr>
</tbody>
</table>

### Strategic Goal E: Develop Resources to Advance and Sustain our Mission

<table>
<thead>
<tr>
<th><strong>LONG-TERM INSTITUTIONAL OBJECTIVES</strong></th>
<th><strong>BASE DATA: AY ’06-'07</strong></th>
<th><strong>PERFORMANCE MEASUREMENTS (TO BE FINALIZED)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase grant money by 5 % per year over the next 5 years.</td>
<td>At the end of academic year ’06-'07, grant money consisted of 4.5% of the budget.</td>
<td>Budget report</td>
</tr>
<tr>
<td>Increase non-general fund money (e.g., contract education, funds from fundraising, international tuition, out-of-state tuition, grant money, etc.) by $4 million or more every year until 2018)</td>
<td>At the end of academic year ’06-'07, non-general fund money was 8.6 % of the budget.</td>
<td>Budget report</td>
</tr>
<tr>
<td>Maintain the district budget reserve at least at the state standard (5%), with a goal to maintain at a significantly higher percentage than the state standard.</td>
<td></td>
<td>State standard and Budget report</td>
</tr>
</tbody>
</table>
Strategic Goal A: Advance Student Access, Equity, and Success
Institutional Objective: Achieve Productive Student Enrollment Growth (20,500 productive FTES enrollment growth)

Institutional Objective: Ensure Student Success (0.5% increase in student persistence by the end of the academic year, with Fall ’07 as baseline)

Institutional Objective: Complete Successful Accreditation Self Study

Strategic Goal B: Engage Community and Partner
Institutional Objective: Continue to Assess Effectiveness of Existing Community/Partner Engagements (by listing all partners and surveying partners on quality of partnership)

Strategic Goal C: Build Programs of Distinction
Institutional Objective: Complete College Educational Master Plans

Institutional Objective: Complete District-wide Resource Master Plans (facilities, fiscal, human resources, information technology, and marketing)

Strategic Goal D: Create a Culture Innovation and Collaboration
Institutional Objective: Improve Collaboration and Integration between the Chancellor’s Office and the Colleges

Strategic Goal E: Develop Resources to Advance and Sustain Our Mission
Institutional Objective: Increase Non-General Fund Money (contract education, funds from fundraising, international tuition, out-of-state tuition, grant money) To Be Twice the Amount from Fiscal Year ’07 - ’08.
Strategic Goal A: 
Advance Student Access, Equity, and Success

- Achieved Enrollment of 20,300 FTES
- Completed Successful Accreditation Self Study
- Increased student persistence by over .5%

Matriculating Students

<table>
<thead>
<tr>
<th></th>
<th>2007-08 % Change</th>
<th>2008 Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>COA</td>
<td>.3%</td>
<td>53.9%</td>
</tr>
<tr>
<td>Laney</td>
<td>.1%</td>
<td>60.3%</td>
</tr>
<tr>
<td>Merritt</td>
<td>1.2%</td>
<td>55.4%</td>
</tr>
<tr>
<td>BCC</td>
<td>-3.3%</td>
<td>57.6%</td>
</tr>
<tr>
<td>District</td>
<td>2.7%</td>
<td>66.2%</td>
</tr>
</tbody>
</table>
### Total Students

<table>
<thead>
<tr>
<th></th>
<th>Total % Change</th>
<th>2008 Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>COA</td>
<td>2.2%</td>
<td>52.5%</td>
</tr>
<tr>
<td>Laney</td>
<td>4.8%</td>
<td>59.0%</td>
</tr>
<tr>
<td>Merritt</td>
<td>6.6%</td>
<td>55.8%</td>
</tr>
<tr>
<td>BCC</td>
<td>2.0%</td>
<td>57.6%</td>
</tr>
<tr>
<td>District</td>
<td>9.0%</td>
<td>65.0%</td>
</tr>
</tbody>
</table>

**Peralta Community College District Strategic Planning Process**

### Strategic Goal B: Engage Community Partners

- State Chancellor’s Office and other state funding (CEC, CARB)
- Federal (DOL, DOE, TRIO, NSF)
- Stimulus
## FY 2008-09 Grants

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Advancement Academy</td>
<td>3,333,332</td>
</tr>
<tr>
<td>Center for International Trade</td>
<td>205,000</td>
</tr>
<tr>
<td>Evaluation and Technical Services (CITD)</td>
<td>200,000</td>
</tr>
<tr>
<td>Small Business Development Center (CITD)</td>
<td>235,000</td>
</tr>
<tr>
<td>Small Business Programs</td>
<td>132,000</td>
</tr>
<tr>
<td>Bank of America</td>
<td>50,000</td>
</tr>
<tr>
<td>ASPIRE</td>
<td>10,000</td>
</tr>
<tr>
<td>San Francisco Foundation</td>
<td>70,000</td>
</tr>
<tr>
<td>Yosemite CCD (Merritt)</td>
<td>10,000</td>
</tr>
<tr>
<td>Project SOAR</td>
<td>44,380</td>
</tr>
<tr>
<td>Regional Bay Area Tech Prep Consortium</td>
<td>600,000</td>
</tr>
<tr>
<td>Tech Prep</td>
<td>325,620</td>
</tr>
<tr>
<td>Career Technical Education (VTEA)</td>
<td>1,041,353</td>
</tr>
</tbody>
</table>

## Additional FY 2008-09 Grants

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE Teacher Pipeline</td>
<td>200,000</td>
</tr>
<tr>
<td>CTESB70</td>
<td>369,700</td>
</tr>
<tr>
<td>CTE Education Community Collaborative Program</td>
<td>400,000</td>
</tr>
<tr>
<td>Workability III</td>
<td>327,106</td>
</tr>
<tr>
<td>Title III</td>
<td>1,897,314</td>
</tr>
<tr>
<td>After School Grant</td>
<td>200,000</td>
</tr>
<tr>
<td>Equipment for Nursing And Allied Health Programs</td>
<td>164,557</td>
</tr>
<tr>
<td>Health Care and Other Facilities</td>
<td>284,030</td>
</tr>
<tr>
<td>Song Brown (Nursing)</td>
<td>100,000</td>
</tr>
<tr>
<td>CTE - Enrollment Growth and Retention for Nursing</td>
<td>278,000</td>
</tr>
<tr>
<td>IDRC ATLAS</td>
<td>519,049</td>
</tr>
<tr>
<td>NSF - Educating Technician for Building Automation and Sustainability</td>
<td>900,000</td>
</tr>
<tr>
<td>Workforce Investment Act-One Stop</td>
<td>225,816</td>
</tr>
</tbody>
</table>
### Project Name

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energy Services and Building Performance</td>
<td>200,000</td>
</tr>
<tr>
<td>Faculty Inquiry Network (FIN)</td>
<td>105,000</td>
</tr>
<tr>
<td>Berkeley YMCA</td>
<td>5,940</td>
</tr>
<tr>
<td>First Five Alameda County</td>
<td>40,000</td>
</tr>
<tr>
<td>San Francisco Head Start</td>
<td>12,120</td>
</tr>
<tr>
<td>Maximum Achievement Program (MAP)</td>
<td>1,130,040</td>
</tr>
<tr>
<td>Department of Labor - ATLAS</td>
<td>2,261,377</td>
</tr>
<tr>
<td>The San Francisco Foundation BAWFC</td>
<td>200,000</td>
</tr>
<tr>
<td>CalGRIP</td>
<td>500,000</td>
</tr>
<tr>
<td>Oakland Green Job Corp</td>
<td>242,718</td>
</tr>
<tr>
<td>Industry Driven Regional Collaborative</td>
<td>506,393</td>
</tr>
<tr>
<td>California Green Jobs Corps</td>
<td>937,511</td>
</tr>
<tr>
<td>Title III</td>
<td>2,000,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>20,263,356</strong></td>
</tr>
</tbody>
</table>

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### Strategic Goal C:
**Build Programs of Distinction- Complete Educational Master Plans**

- Educational Master Plans completed for BCC, Merritt and College of Alameda
- Laney College to complete Educational Master Plan by Dec 2009

---

Peralta Community College District Strategic Planning Process
Complete District-wide Resource Master Plans

- Resource Master Plans to be completed and presented to Committees through new Planning and Budget Integration Model.

Strategic Goal D:
Create a Culture of Innovation and Collaboration

- Part of the improved Collaboration and integration between the Chancellor’s office and the Colleges is seen in the work produced by the Chancellor’s Work Group, and the Roll out of the Planning and Budget Integration Model.
Strategic Goal E:
Develop Resources to Advance and Sustain Our Mission

- The Goal was to increase non-general fund money to be twice what it was in 07-08. (contract education, funds from fundraising, international tuition, out-of-state tuition, grant money, etc.)

- The goal was met and exceeded. Went from Just over $8 million in Non general fund money to $22 Million

Maximize All Public Funding Sources

- State Chancellor’s Office and other state funding (CEC, CARB)
- Federal (DOL, DOE, TRIO, NSF)
- Stimulus
Strategic Goals & Short-term Institutional Objectives 2009-2010

The following are the Peralta Community College District’s short-term objectives set by the Strategic Management Team for Academic Year ’09-’10 (July 1, 2009 – June 30, 2010), to be evaluated in Summer 2010.

**Strategic Focus for 2009-2010:** Given the state of the economy and state budget, our focus this year will be to **leverage resources through innovation and collaboration to enhance student success**.

<table>
<thead>
<tr>
<th>Strategic Goals</th>
<th>2009-2010 Annual Institutional Objectives</th>
</tr>
</thead>
</table>
| A: Advance Student Access, Equity, and Success | **A.1 Access:** Achieve 19,100 funded FTES enrollment while increasing productivity by .5 FTES/FTEF  
**A.2 Success and Equity:** Enhance student success and equity programs.  
**A.3 Accreditation:** Receive a positive response from the accreditation follow-up visit on March 15, 2010. |
| B: Engage Community and Partners | **B.1 Partnerships:** Expand community partnerships, for example, grants, contract education, Career Advancement Academy, Logistics, Health Care, Carnegie, CHORI, etc. |
| C: Build Programs of Distinction | **C.1 District-Wide Update of Program Reviews/SLO’s:** Complete updated program reviews for instruction and student services with a specific focus on student learning outcomes and assessment.  
**C.2 Resource Master Plans:** Complete master plans for Facilities, Fiscal, Human Resources, Information Technology, and Marketing. |
| D: Create a Culture Innovation and Collaboration | **D.1 District-Wide Collaboration:** Implement the first-year pilot test of the Planning-Budgeting Integration Model; evaluate effectiveness; and develop a follow-up plan to implement lessons learned in 2010-2011. |
| E: Develop Resources to Advance and Sustain Our Mission | **E.1 Alternative Resources:** Increase alternative funding by 30% over 08-09 through contract education, fundraising, international and out-of-state enrollments, and grants, etc.  
**E.2 Fiscal Stability:** Maintain fiscal stability during the state budget crisis and funding reductions. |
Peralta Community College District
DISTRICT WIDE STRATEGIC PLAN

PLAN OF ACTION
(Implementation Matrix)
2009 – 2010
Overview

The chart on the following pages lists the steps that will be taken to implement the Strategic Plan, including identification of the responsible part and a timeline for completion. The first such action matrix was developed in spring 2007 and has been updated annually in order to keep Strategic Planning as the central focus of the district. Previous action matrices are housed on the district Web site.

As recommended in 2007 the Implementation Approach of this matrix will include the following data for each implementation objective:

- Action Step
- Responsibility (lead, support, review/input group)
- Measure of success (qualitative or quantitative goal)
- Results (recently completed or ongoing initiatives)

<table>
<thead>
<tr>
<th>Objective</th>
<th>Action Step</th>
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<th>Measure of Success</th>
<th>Results</th>
</tr>
</thead>
</table>
| Goal A: Advance Student Access, Success, and Equity | A.1 Expanded Access  
Provide outreach, programs and services to reflect the changing demographics and educational needs of the service area. | A1.1 The Office of Educational Services and the four VPIs to oversee enrollment targets given the state budget crisis. | Vice Chancellor, Educational Services and four VPIs | Quantitative data | 
<p>|  | A1.2 District-wide Educational Planning Committee to set planning goals with a focus on student access given the state budget crisis | Committee members | Documented plan |
|  | A1.3 College to continue implementation of grants focused on access, success and equity (i.e., Title III, grant for success of African American Males, Basic Skills Initiative) | Appropriate college administrators and faculty | Required grant reports |
| <strong>A1.4</strong> The Director of Development will continue to assist the college in applying for grants that focus on student access, success, and equity. | <strong>A2.1</strong> The four colleges will continue implementation of TaskStream database for student learning outcomes and assessment data. | <strong>Quantitative data</strong> |
| <strong>A2.2</strong> The four colleges will continue the student learning outcomes and assessment process in order to reach the ACCJC “proficiency” level by 2012. | <strong>A2.3</strong> The four colleges will include substantive data on student learning outcomes and assessment in unit planning and program. | <strong>Review of TaskStream data</strong> |
| <strong>A2.4</strong> Provide release time for college SLO/Assessment Coordinators as funds permit. | | <strong>Provided or not provided</strong> |
| <strong>A3.1</strong> The four colleges will implement plans identified in the college Equity Reports. | <strong>A3.2</strong> The four college Vice Presidents of Student Services to follow-up on retention strategies. | <strong>Report on plan outcomes</strong> |
| <strong>A3.3</strong> Monitor the success of grants aimed at increasing student retention and success: Basic Skills Initiative Grant, Career Advancement Academy, Title III, etc. | <strong>A3.4</strong> The four colleges will continue to use the Basic Skills Initiative. | <strong>Report from VPSSs</strong> |
| <strong>A3.4</strong> The four colleges will continue to use the Basic Skills Initiative. | | <strong>Grant reports</strong> |
| A.4 | Coordinated and Consistent Distance Education | A.4.1 The district Distance Education Coordinator will continue to assist the college in addressing DE issues, such as, authentication of students, evaluation of classes, assignment of instructors, strategizing about additional services need. | District Distance Education Coordinator; college DE Coordinators | Planning data |
| A.5 | Support for Quality Instruction | A.5.1 Annual instructional unit plans will identify quality enhancements on an annual basis. | Office of Instruction Administrators, Department Chairs | Review of instructional unit plans |
| A.6 | Professional Development for Quality Programs and Services | A.6.1 Continue staff development process and programming in areas of strategic focus such as Open Educational Resources, innovative pedagogy, etc. | District Staff Development Officer; college staff development officers | Staff development agendas; evaluation of workshops |
| A.7 | Student Technology Access | A.7.1 District Technology Program Review and Plan to address student technology access. | Key IT personnel at district office | Review of the program review and plan |
| | | A.7.2 As funding permits, continue to use Student Ambassadors at the four colleges to assist student in using the online application and registration process. | College Presidents; Vice Presidents of Student Services | Report on funding and services provided |</p>
<table>
<thead>
<tr>
<th>A7.3 Consider addressing this topic at the four colleges as a student services program learning outcomes and institutional learning outcome.</th>
<th>Appropriate administrators, faculty, and SLO/Assessment Coordinator</th>
<th>Report regarding action taken</th>
</tr>
</thead>
</table>
| A.8 Student Support Services  
*Provide support services to empower students to succeed.* | A.8.1 Academic Senates to continue to address Open Educational Resources (OER) and to find ways to engage faculty to use such materials in their classrooms. | Academic Senate Leadership | Report on action taken |
|  | A.8.2 Provide staff development opportunities on OER to provide necessary training for faculty. | District staff development officer; college staff development officers. | Staff development agendas; evaluation or workshops or activities |
|  | A.8.3 Continue to conduct annual unit planning (instruction and student services) and to provide some focus on adequate support services to empower students to succeed. | Appropriate administrators; department chairs | Completed unit plans. |
|  | A.8.4 Begin a structured approach to Student Services Program Review (which incorporates the required State Chancellor’s Office Categorical Program Review) in order to more effectively provide sufficient review of services. | Vice Presidents of Student Services; student services faculty and staff. | Completed program reviews. |
|  | A.8.5 Assist the colleges in development of program learning outcomes and assessment measures in order to achieve the ACCJC “proficiency level” by 2012. | Appropriate administrators and faculty | Student learning outcomes and assessment data and the description of how the data was used |
| A.9 Integrated College and Family Brand  
*Develop district and college image and identity.* | A.9.1. Complete the Marketing Program Review and provide opportunity for district review. | Director of Marketing and appropriate staff | Completed review. |
A9.2 Develop the Marketing Plan to support the vision of the Educational Master Plan.

A9.3 Continue to work to develop new district and college Web sites using the agreed upon Open Source method.

<table>
<thead>
<tr>
<th>Objective</th>
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<th>Responsibility</th>
<th>Measure of Success</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.1 Community and Economic Development Alliances</td>
<td>B1.1 The Office of Educational Services will continue to work with the colleges in the Career Advancement Academy Grant.</td>
<td>Appropriate administrators and faculty</td>
<td>Grant report</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B1.2 The Office of Educational Services to pursue opportunities for contract education utilizing recommendations from a report submitted to the district.</td>
<td>Vice Chancellor of Educational Services, appropriate administrators, appropriate faculty</td>
<td>Report on the status of contract education</td>
<td></td>
</tr>
<tr>
<td>B.2 Community Needs Assessments</td>
<td>B2.1 Colleges will continue to monitor labor market trends to keep career technical education programs current and to strengthen community advisory committees for the career technical education programs.</td>
<td>Appropriate administrators, career technical education department chairs, career technical education faculty</td>
<td>Reports on labor market trends and use of the data; minutes form community advisory committee meetings</td>
<td></td>
</tr>
<tr>
<td>B.3 Educational Partnerships</td>
<td>B3.1 Colleges to develop EMP strategies to build high school partnerships and 4-year school partnerships.</td>
<td>Appropriate administrators and faculty</td>
<td>Report on results</td>
<td></td>
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</tbody>
</table>
## Integrated Educational and Resource Master Planning

Implement an ongoing collaborative strategic educational master planning approach for the four colleges that creates the foundation for information technology, human resources, facilities, marketing and fiscal resource allocation.

<table>
<thead>
<tr>
<th>Objective</th>
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<th>Measure of Success</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Master Plans for technology, human resources, and finance.</td>
<td>C.1.1 Colleges will continue to explore opportunities to create programs and courses in green technology and to continue to address environmental sustainability.</td>
<td>Appropriate administrators and career technical education faculty</td>
<td>Reports showing program and course development</td>
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## Goal D: Create a Culture of Innovation and Collaboration

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<th>Objective</th>
<th>Action Step</th>
<th>Responsibility</th>
<th>Measure of Success</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.1 Collaborative Leadership Build collaborative leadership and management capacity.</td>
<td>D.1.1 Continue manager development through the Manager’s College.</td>
<td>Chancellor, IT; Vice Chancellor, Human Resources; Vice Chancellor, Finance and Administration</td>
<td>Agendas and document from the development sessions</td>
<td>Evaluation of the success of the Facilitation Corps</td>
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<td>??</td>
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<tr>
<td>D.2</td>
<td>Process Streamlining</td>
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<tr>
<td><strong>Improve core processes.</strong></td>
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<tr>
<td>D.2.1</td>
<td>Follow-through on implementing the Planning and Budget Integration Process Model and committee structure and evaluation at the end of the first year.</td>
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<tr>
<td>D.2.2</td>
<td>District Services Centers to complete unit plans identifying process improvements.</td>
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<tr>
<td>Three Vice Chancellors, the Office of Educational Services</td>
<td>Minutes from the committee meetings; document of committee priorities; end-of-year evaluation</td>
<td></td>
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<tr>
<td>Appropriate staff and administrators</td>
<td>Review of completed unit plans</td>
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</table>

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<thead>
<tr>
<th>D.3</th>
<th>Information Technology Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Develop an information technology master plan and improve information technology processes.</strong></td>
<td></td>
</tr>
<tr>
<td>D.3.1</td>
<td>District to employ a new Chief Information Officer.</td>
</tr>
<tr>
<td>D.3.2</td>
<td>The district Technology Department will complete a Technology Master Plan to support the Educational Master Plan.</td>
</tr>
<tr>
<td>Chancellor and Board of Trustees</td>
<td>Documentation of hiring</td>
</tr>
<tr>
<td>Associate Vice Chancellor of IT; appropriate IT staff</td>
<td>Review of completed Technology Master Plan</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>D.4</th>
<th>D.4.1 Board to identify</th>
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<tbody>
<tr>
<td>Board President and Board of Trustees</td>
<td>Report from the board</td>
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<thead>
<tr>
<th>Board Development</th>
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<tbody>
<tr>
<td><strong>Conduct an ongoing program of Board development.</strong></td>
</tr>
<tr>
<td>study sessions and outside conference that will assist in ongoing board development.</td>
</tr>
<tr>
<td>trustees</td>
</tr>
</tbody>
</table>

| D.5 | Internal Communications |
| --- |
| **Support development of effective communication and collaboration skills.** |
| D.5.1 | The district and the college will continue to assess and evaluation better methods of internal communication. |
| Strategic Management Team; members of the PBIM committees | Evaluation of communication strategies |

| D.6 | Human Resource Development |
| --- |
| **Provide training and professional development to all employees.** |
| D.6.1 | District to hire a Vice Chancellor of Human Resources. |
| D.6.2 | District to complete a Human Resources Master plan to support the vision of the Educational Master Plan. |
| D.6.3 | The Chancellor will continue the succession planning program. |
| Chancellor and Board of Trustees | Documentation of hiring |
| Vice Chancellor, Human Resources | Review of completed plan |
| Chancellor and ??? | Data from the program |

<p>| D.7 | Service Centers as Partners |
| --- |
| <strong>Promote partnerships between service center and</strong> |
| D.7.1 | The district and the colleges will respond to the ACCJC recommendation regarding services |
| Appropriate district office managers and the college Accreditation Liaison Officers | Completed Follow-Up report |</p>
<table>
<thead>
<tr>
<th>Accountability Systems</th>
<th>provided the colleges showing clear delineation of functional responsibilities and document clear decision making processes.</th>
<th></th>
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</tr>
</thead>
</table>
| D.9                    | **Collaborative Strategic Planning**  
Maintain a living planning process that integrates strategic planning across the districts and colleges. | D.9.1 District to fully implement the annual planning and budget integration model. |  | Reports or documents showing the implementation |
|                        | D.8.2 The district and the college will implement the Planning and Budget Integration Model and Committee structure and will evaluate the process at the end of the first year. |  | Committee minutes; list of committee priorities; end-of-year evaluation |
|                        | D.8.3 The district will implement the budget allocation model as per the directive of the District-wide Budget Advisory Committee. |  | Reports or documents showing implementation |
| D.9                    | D.9.1 Chancellor to Chancellor |  | Process documents and evaluations |

<table>
<thead>
<tr>
<th><strong>Accountability Systems</strong></th>
<th>continue the manager’s performance goals process.</th>
<th></th>
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</thead>
</table>
| D.9.2                    | **The Office of Educational Services**  
will assess key planning, demographic and performance indicators and communicate appropriate information. | Vice Chancellor of Educational Services | Information reports |
<p>| D.9.3                    | As per accreditation and Ed Code requirements, faculty will evaluate full-time and part-time colleagues | Faculty | Evaluation matrix; completed evaluations |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>E.1 Integrated Enrollment Management</td>
<td>E.1.1 The Office of Educational Services will continue to facilitate integrated enrollment management at the four colleges particularly during the state budget crisis and will oversee a strategy that aligns marketing, curriculum development, pedagogy, and student services to enhance student access and success.</td>
<td>Vice Chancellor, Educational Services; other appropriate administrators</td>
<td>Enrollment management reports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E.1.2 Colleges to use cohort planning model to align recruitment, student services, retention, scheduling and other success factors.</td>
<td>Appropriate college administrators and faculty</td>
<td>Report on the outcomes of the cohort models</td>
<td></td>
</tr>
<tr>
<td>E.2 Partnerships and Alternative Resources</td>
<td>D.2.1 District and colleges to pursue partnerships with service area: cities, schools, businesses, community groups, labor groups, and industry on in-kind and direct resource development.</td>
<td>Appropriate administrators, faculty, and outreach staff</td>
<td>Report on partnerships created</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D.2.2 Office of Educational Services and Colleges to work on implementing contract education.</td>
<td>Vice Chancellor of Educational Services and appropriate college administrators and faculty</td>
<td>Report on strategies for implementing contract education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D.2.3 Office of Educational Services to continue to assist the colleges in pursing grants to provide alternative resources.</td>
<td>Director of Development</td>
<td>Grant applications and grant awards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D.2.4 Office of Educational Service’s Office of International Education will pursue increasing the number of international students and out-of-state students</td>
<td>Associate Vice Chancellor, International Education</td>
<td>Reports on marketing strategies; reports on student numbers.</td>
<td></td>
</tr>
<tr>
<td>E.3 Resource Sharing</td>
<td>E.3.1 Colleges to identify resource sharing options that will help defray the impact of budget cuts by maintaining access and quality.</td>
<td>College Administrators</td>
<td>Report on outcomes and strategies</td>
<td></td>
</tr>
</tbody>
</table>
E.4 Stewardship of Investments
Protect the value of investments through life-cycle planning and maintenance.

E.4.1 General Services to conduct regular maintenance of physical assets to ensure maximum useable life and use – employing a Total Cost of Ownership method.

Vice Chancellor of General Services

Report on facility maintenance.

Student and Community Educational Needs

- District-Wide Strategic Plan
  - Student Access and Success
  - Community and Partner Engagement
  - Programs of Distinction
  - Culture of Innovation and Collaboration
  - Resource Development

- Educational Master Planning
  - Signature Programs
  - Enrollment Projections
  - Space Needs
  - Positions
  - Equipment
  - Technology
  *Applies to instruction and services.*

Resource Planning
- Human Resources
- Facilities
- Marketing
- Finances
- Info. Tech

Berkeley City College, College of Alameda, Laney College, Merritt College
Road Map

Strategic integration of the education, financial, physical, and human resources of the District.

Peralta Community College District has established the Strategic Management Team (SMT) which meets twice a month; it brings together leadership of the district service centers (education, fiscal, general services), the chancellor, and the four college presidents. The SMT…”has responsibility for ensuring effective implementation and supporting collaboration across the colleges and service centers.” (section IX)

Two key examples of strategic integration include: 1) the development by the District-wide Educational Master Planning Committee of an integrated planning and budgeting calendar which was adopted by the Chief Finance Officer (section VIII); and 2) the connection of the District-wide Educational Master Plan and the Facilities Master Plan (section VI).

A planning process inclusive of the four colleges and the communities.

Planning that is inclusive of the district and the four colleges is evident in three new ongoing committees: the District-wide Educational Master Planning Committee; the Strategic Management Team; and the Strategic Planning and Policy Advisory Committee (SPPAC). (sections IV & IX). The environmental scanning process included large scale data collection, focus groups within the community and among stakeholders, and extensive review of the local research reports. (section V)

Institutional outcomes with criterion for evaluation on a periodic basis.

Institutional outcomes were developed to reflect and measure progress toward meeting the Strategic Plan’s five strategic goals. These outcomes have been incorporated into the performance evaluation process for district and college managers; they have been presented and revised in the SMT and the SPPAC (section X).

Integration of educational master plan with program reviews

In order to complete a district-wide educational master plan, the colleges agreed to undertake a review of every program at each of the four colleges, using a process called “accelerated instructional program review.” By November 2007, two of the four colleges had completed 100% of their program reviews; the other two colleges completed unit reviews, a variant of the program review process. The program reviews and unit plans, along with plans developed by college student services units and others, were the basis for the College Educational Master Plans. These plans were then integrated the District-wide Educational Master Plan. (section I & II)

Chancellor assurance that plan and process are communicated throughout the district.

In addition to regular reports to the Board, the Chancellor and his staff have presented the Strategic Plan, the District-wide Educational Master Plan, and the integrated planning process during regular “listening sessions” that occurred at each college. (section IX).
### Planning and Budget Calendar

#### RESEARCH PHASE

**May/June**
- 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, 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.

#### DISTRICT-WIDE AND COLLEGE PLANNING

**September**
- 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

#### BUDGET DEVELOPMENT PHASE

**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 college’s 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 July 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 senate, faculty union, and classified unions).
- Colleges meet with academic senate, 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 30th 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)].
Chancellor
Elihu M. Harris, J.D.  466-7202
Assoc. V.C. & Special Asst. to the Chancellor
Alton Jelks  587-7827
Assistant to the Chancellor
Roxanne Epstein  466-7203
Vice Chancellor for Educational Services
Dr. Wise Allen  466-7300
Children’s Center Manager
(vacant)  748-2382
Assoc.Vice Chancellor for International Affairs
Dr. Jacob Ng  466-7295
Director of CITD (Center for International Trade Dev.)
Jose Duenas  466-7203
AVC for Student Support Services
James M. Bracy, interim  466-7365
Associate Vice Chancellor of Academic Affairs
Debbie Budd  466-7355
Director of Development/Grants
Jeanette Dong  466.7305
Coordinator of Tech Prep
(vacant)  277-2476
Director of Student Support Services
Dr. Michel Mathews  466.7363
Interim Director of Institutional Research
Dr. Michael Orkin  466-7218
General Counsel
Thuy T. Nguyen  466-7218
Exec. Dir of Marketing, Public Rel. & Communications
Jeffrey Heyman  466-7369
AVC of Informational Technology
Minh Lam  466-7262
IT Director of Technical Services
Janet Cragin  466-7268
IT Director of Enterprise Services
(vacant)  466-7235
Inspector General
Gail Waiters  466-7205
Vice Chancellor of Finance and Administration
466-7275
Assistant Vice Chancellor for Budget & Finance
MaryBeth Benvenutti  466-7254
Human Resources Manager
Karen Ulrich, acting  466-7296
Deputy Director of HR
David Betts  466-7257
Director of Risk Management
Greg Valentine  466-7247
Employee Relations and EEO Director
Karen Ulrich  466-7252
Vice Chancellor General Services  FAX 466.7315
Dr. Sadiq Ikharo  466-7336
Purchasing Compliance Manager
John Banisadr  466-7895
Director of Facilities
Robert Beckwith  466-7269
Director of Capital Projects
L. Mark Sennette  466-7213
Facilities Planning & Development Manager 333-2286
Atheria Smith  466-7864
Facilities Project Manager
Johnnie Fudge  466-7244
Facilities Project Manager (Measure A)
Trent Tornabene  466-7892

2009-10 Classified Senate Presidents:
BCC  Marc Chan
COA  Brenda Lewis Franklin & Mali Watkins
L  David Reed
M  Horace Graham

2009-10 Academic Senate Presidents:
BCC  Pieter de Haan
COA  Bob Grill
L  Karolyn van Putten
M  Anita Black
<table>
<thead>
<tr>
<th>College of Alameda</th>
<th>Dr. George Herring, int.</th>
<th>748-2200</th>
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<tbody>
<tr>
<td>College President</td>
<td>FAX 337.0619; switchbd FAX 769.6019</td>
<td>Dr. Jannett Jackson</td>
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<tr>
<td>Vice President of Instruction</td>
<td>Maurice Jones</td>
<td>748-2234</td>
</tr>
<tr>
<td>Division Dean II (Applied Arts &amp; Science)</td>
<td>Peter Simon</td>
<td>748-2318</td>
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<tr>
<td>Division Dean II (Business &amp; Transportation)</td>
<td>Dr. Kerry Compton</td>
<td>748-2204</td>
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<tr>
<td>Vice President of Student Support Services</td>
<td>Alexis Montevirgin</td>
<td>748-2288</td>
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<tr>
<td>Dean of Student Support Services</td>
<td>Toni Cook</td>
<td>748-2135</td>
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<tr>
<td>EOPS Director</td>
<td>Connie Willis</td>
<td>748-2211</td>
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<tr>
<td>Business and Administrative Services Manager</td>
<td>Shirlleen Schermerhorn</td>
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<tr>
<td>PIO</td>
<td>Edy Chan</td>
<td>748-2183</td>
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<tr>
<td>Diversity Internship Program Coordinator</td>
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<tr>
<th>Laney College</th>
<th>Dr. Elnora Webb</th>
<th>464-3237</th>
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<tr>
<td>College President</td>
<td>FAX 464.3528</td>
<td>Dr. Eileen White</td>
</tr>
<tr>
<td>Vice President of Instruction</td>
<td>Peter Crabtree</td>
<td>464-3218</td>
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<tr>
<td>Division Dean II (Vocational Technology)</td>
<td>Marco Menendez</td>
<td>464-3221</td>
</tr>
<tr>
<td>Division Dean II (Business/Math/Science)</td>
<td>Linda Sanford</td>
<td>464-3233</td>
</tr>
<tr>
<td>Division Dean II (Applied &amp; Fine Arts, Communications &amp; P.E.)</td>
<td>464.3215</td>
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<tr>
<td>Vice President of Student Support Services</td>
<td>Dr. Donald Saotome Moore</td>
<td>464-3265</td>
</tr>
<tr>
<td>Dean of Student Support Services, Matriculation</td>
<td>Dr. Tina Vasconcellos</td>
<td>986-6992</td>
</tr>
<tr>
<td>Dean of Student Support Services/EOPS Director, DSPS, CalWorks, Financial Aid, Categorical Prog.</td>
<td>Newin Orante</td>
<td>464-3413</td>
</tr>
<tr>
<td>Business and Administrative Services Manager (interim)</td>
<td>George A. Kozitza</td>
<td>464-3232</td>
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<tr>
<td>PIO</td>
<td>Eliza Chan</td>
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<tr>
<th>Merritt College</th>
<th>Dr. Robert Adams</th>
<th>436-2501</th>
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<tr>
<td>College President</td>
<td>FAX 436.2514</td>
<td>Dr. Eric Gravenberg</td>
</tr>
<tr>
<td>Vice President of Student Services</td>
<td>Anthony Powell</td>
<td>436-2585</td>
</tr>
<tr>
<td>Dean of Student Support Services/EOPS Director</td>
<td>Dr. Linda Berry</td>
<td>436-2411</td>
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<tr>
<td>Vice President of Instruction</td>
<td>Dr. Stacy Thompson</td>
<td>436-2609</td>
</tr>
<tr>
<td>Division Dean II (Humanities, Soc Sciences)</td>
<td>Dr. Rebecca Kenney</td>
<td>436-2426</td>
</tr>
<tr>
<td>Division Dean II (Math/Science/Vocational Educ)</td>
<td>Alice Marez</td>
<td>434.3891</td>
</tr>
<tr>
<td>Business and Administrative Services Manager (interim)</td>
<td>Rona Young</td>
<td>436-2419</td>
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<tr>
<th>Berkeley City College</th>
<th>Dr. Betty Inclan</th>
<th>981-2850</th>
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<tr>
<td>College President</td>
<td>FAX 981.2985 or 841.7333</td>
<td>Dr. Gloria Vogt</td>
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<tr>
<td>Vice President of Instruction</td>
<td>Dr. Bonnie Schaffner</td>
<td>981-2860</td>
</tr>
<tr>
<td>Division Dean II (Vocational &amp; Technical Programs)</td>
<td>Dr. May Chen</td>
<td>981-2820</td>
</tr>
<tr>
<td>Division Dean II (Liberal Arts &amp; Sciences)</td>
<td>Brenda Johnson</td>
<td>981-2830</td>
</tr>
<tr>
<td>Vice President of Student Services</td>
<td>Shirley Slaughter</td>
<td>981-2840</td>
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<tr>
<td>Dean of Student Support Services/EOPS Director</td>
<td>Shirley Fogarino</td>
<td>981-2852</td>
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<tr>
<td>Business and Administrative Services Manager</td>
<td>Terry Tricomi</td>
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| Direct of Special Projects           |                         |          |
Peralta Community College District

Board Of Trustees
Committees
and
Inspector General
CHARTER FOR THE
FACILITIES AND LAND USE COMMITTEE
OF THE
PERALTA COMMUNITY COLLEGE DISTRICT

APPROVED MISSION STATEMENT

The Facilities and Land Use Committee shall assist the Board of Trustees in fulfilling its oversight responsibility with respect to:

- district land use;
- facilities maintenance and construction;
- bond facilities planning and bond expenditures;
- the development of strategic facilities planning;
- the development and implementation of District environmental sustainability practices;
- construction and renovation contracting practices; and
- District health and safety issues relating to facilities as well as police services.

The Committee shall take all appropriate actions to insure that Peralta’s colleges provide first-rate educational facilities and instructional equipment to the students and community members within our District, make the best use of all District resources for these purposes and operate in a responsible environmentally sustainable manner.

ROLES AND RESPONSIBILITES

The Committee shall report to the full Board of Trustees on matters requiring its attention and recommend action based on the Committee’s review and evaluation of the above enumerated areas of District operations.

The Committee shall:

A. Insure the creation of a facilities master planning document that shall inform the allocation and distribution of bond funds and general revenue funds.

B. Review and recommend a facilities master plan document prior to submittal to the full Board for approval.
C. Review and evaluate major change orders for content and presentation methodology prior to submittal to the full Board for approval provided such review can be held in a timely manner.

D. Review and evaluate all proposals for changes in District land use, including surpling, acquisition, relocation of facilities, and new construction.

E. Review and evaluate all proposals for new District facilities, major renovations, remodeling, and upgrades prior to submittal to the full Board for approval.

F. Review staff recommended approvals of project managers, architects, construction firms, energy and sustainability consultants, energy management companies, and major facilities vendors prior to submittal to the full Board for approval provided such review can be done in a timely manner.

G. Develop board policies to enhance the environmental sustainability of District operations throughout the Peralta complex prior to submittal to the full Board for approval.

H. Evaluate the implementation of District policies related to the environmental sustainability of District operations throughout the Peralta complex to insure compliance with said policies.

I. Regularly meet for approximately two hours each month in a time and manner convenient to committee members and staff in the months September through July.

   a. The Vice Chancellor for General Services will provide the staff support for the Committee.
   b. All meetings will be posted and conducted in accordance with the Sunshine laws of the State of California and will be open to the public.
   c. Additional meetings may be called, including closed sessions, when circumstances so dictate.
   d. Minutes of each session shall be prepared, approved at the following meeting, and retained in accordance with District retention policy.
   e. A majority of the Committee of three Trustees shall constitute a quorum for the transaction of business at any meeting thereof, and the act of a majority of the members of the Committee present at any meeting at which a quorum is present shall be the act of the Committee.
PERALTA COMMUNITY COLLEGE BOARD OF TRUSTEES

STUDENT SERVICES and STUDENT EQUITY COMMITTEE CHARTER

ARTICLE I – PURPOSE

The Peralta Community College District (District) through its four colleges offers lifelong learning opportunities in academic and career training programs to diverse cultural and socio-economic communities. The purpose of the Student Services Committee is to review policy and provide policy direction in regard to student services and student equity issues to the Board of Trustees in order to insure that the highest quality of student services are provided throughout the Peralta Community College District and that equitable student outcomes are achieved to the maximum extent possible. The Student Services and Student Equity Committee is a duly chartered committee of the Board of Trustees of the Peralta Community College District.

The Student Services and Student Equity Committee is responsible for:

• Recommending to the Board of Trustee’s policies that will promote student success and access to the Peralta Colleges;
• Recommending to the Board of Trustee’s policies that will ensure that all segments of our service area are served equitably;
• Recommending policy direction to the Board on issues of recruitment and retention of students;
• Recommending policies to promote student equity and reviewing student outcomes so as to better serve our students;
• Insuring the adoption by each college of student equity plans (consistent with PCCD’s educational and strategic plans), evaluating the effectiveness of such plans, and insuring that such plans are reviewed and improved on a regular basis;
• Reviewing and recommending policies and policy directions to the Board of Trustees to insure that the Peralta Colleges are implementing best practices in regard to student life and student services programs throughout the District;
• Periodically evaluating the effectiveness of the Student Services and Student Equity Committee.

Through its own efforts or delegation to others, the Student Services Committee accomplishes its responsibilities by:

• Analyzing the College's internal and external environment to identify issues and trends that require addressing;
• Identifying potential solutions that address the identified issues and trends, and making appropriate policy recommendations to the Board;
• Calling for and hearing reports from appropriate senior level administrators regarding student life, student services, and student equity issues;
• Recommending appropriate policy recommendations to the Board of Trustees;
• Providing assistance when requested in the development and implementation of solutions and policy directions.
ARTICLE II – MEMBERS

The Student Services and Student Equity Committee is composed of the chair, two members of the Board of Trustees, a student trustee and an alternate trustee as appointed by the President of the Board of Trustees of the Peralta Community College District. This committee will be chaired by a member of the Board of Trustee’s as appointed by the President of the Board. In addition, non-voting committee members shall also include the Vice Presidents of Student Services from each college. In addition, the committee may include a non-voting representative from the District Academic and Classified Senates. The Committee shall be staffed by the Vice Chancellor for Educational Services or his/her designee.

ARTICLE III – MEETINGS

The Students Services and Student Equity Committee will schedule regular meetings for the second Thursday of the each month, or some other day that may better fit the meeting schedules of its voting members. Meetings will be no longer than two hours in duration. Special meetings may be called by the chairperson as needed.

ARTICLE IV – MINUTES

Minutes of the Student Services and Student Equity Committee will be kept by the administrative assistant to the Vice Chancellor for Educational Services or someone else from his/or staff as designated. Such minutes shall be approved by the committee, and archived on the District’s website.

ARTICLE V – AMENDMENT OF BY-LAWS

The operating by-laws of this committee may be amended at any regular or special meeting of the Student Services Committee by a simple majority of the committee.

ARTICLE VI – AMENDMENT TO THE CHARTER

This charter may be amended as required from time to time as determined by the Chair. Such amendments shall take effect upon approval of the full Board of Trustees.
MISSION STATEMENT

The Policy Committee shall assist the Board of Trustees with respect to the codification and institutionalization of Board policy; ensure that the Board Policy Manual, as the legal frame of reference for all policies approved by the Board, is up-to-date and in conformance with the official intent of the full Board; initiate proposed modifications, additions or deletions to the Policy manual to the full Board; incorporate policies approved by the Board into the Policy Manual, in a manner consistent with the approved cataloging techniques and language; and ensure that a proper audit trail exists between Board action and the policies reflected in the manual.

ROLES AND RESPONSIBILITIES

The Committee, as the official custodian of the Board Policy Manual, shall be the conduit for all formal modifications, additions or deletions, following approval by the Board of Trustees.

The Committee shall:

A. Formally review the entire existing Board Policy Manual to ensure that it is up-to-date with respect to the laws, regulations and directions of higher authority; is consistent with past practices and behaviors of the Board and the District; is consistent with official policies approved by the Board; provides for a continuous flow of policy that does not contain gaps, conflicts or redundancy; and is definitive and unambiguous, in terms of language, to ensure that a group of “reasonable people” would arrive at a common interpretation of the stated policy.

B. Forward all proposed changes, including new policies and policy changes of past practices and behaviors, to the Board Policy Manual to the full Board for approval, in formal context and language.

C. Review the agenda and minutes of all Board meetings, on a continuing basis, to identify formally all new policies or modification to existing policies, such that, for example, the second Board meeting in September and the first Board meeting in October would be reviewed for action items at the Policy Committee meeting for the month of October, with a goal of having a formal submittal to the full Board by the month of December.
D. Regularly meet for approximately two (2) hours at 3:00 p.m. on the Thursday following the second Board Meeting of each month, from September through July.

i. The District General Counsel and the assistant to the Chancellor will provide the staff support for the Committee.

ii. All meetings will be posted and conducted in accordance with the Sunshine laws of the State of California.

iii. Additional meetings may be called, including closed sessions, when circumstances so dictate.

iv. Minutes of each session shall be prepared, approved at the following meeting, and retained in accordance with District retention policy.

v. A majority of the Committee of three (3) Trustees shall constitute a quorum for the transaction of business at any meeting thereof, and the act of a majority of the members of the Committee present at any meeting at which a quorum is present shall be an act of the Committee.
MISSION STATEMENT

The Audit and Finance Committee shall assist the Governing Board in fulfilling its oversight responsibility with respect to the financial reporting process and integrity of the Peralta Colleges’ financial statements; the development of the annual budgets that are realistic in scope and content and understandable to all interested parties; the systems of internal control; the performance of the independent auditors and the internal audit function; the independent auditors’ qualifications and independence; and the Peralta Colleges’ compliance with legal and regulatory requirements. The Committee shall take all appropriate actions to set the overall tone for quality financial reporting, sound business risk practices, and ethical behavior. The Committee will pursue a goal to achieve the best financial operations when compared to other Community Colleges.

ROLES AND RESPONSIBILITIES

The Committee shall report to the Governing Board on matters requiring its attention and recommend action based on the Committee’s review and evaluation of budgeting, accounting, audit and financial reporting issues, on the basis of oversight of the systems of internal controls and preparation of financial statements. *It is not the responsibility or duty of the Committee to plan or conduct audits or to determine that financial statements are complete, accurate, and in accordance with generally accepted accounting principles. Management is responsible for the preparation, presentation, and integrity of financial statements and for the appropriateness of the accounting principles and reporting policies that are used. The independent auditors are responsible for auditing financial statements.*

The Committee shall:

A. Review and evaluate the budget development process for content and presentation methodology prior to submittal to the Governing Board for approval.

B. Review and evaluate all interim reports on budget execution and status.

C. Recommend the appointment of the external auditors, considering the recommendation of the Vice Chancellor for Financial Affairs/Chief Financial Officer, for approval by the Governing Board.
a. Review and evaluate the annual audit scope and fees of the external auditors.

b. Evaluate the independence of the external auditors.

c. Evaluate the report of the external auditors regarding the results of the annual audit, including but not limited to:
   i. The audited financial statements and management letter of recommendations.
   ii. The adequacy of system internal controls.
   iii. Management cooperation with the external auditors.
   iv. The adequacy of accounting policies and practices, including the level of compliance with governmental regulations, recent professional pronouncements and their impact on the financial statements.

D. Confirm with management and the independent auditor that the annual financial statements disclose all material off-balance sheet transactions, arrangements, obligations, and other relationships with unconsolidated entities or other persons that may have a material current or future effect on the financial condition, changes in financial condition, results of operations, liquidity, capital expenditures, capital resources, or significant components of revenues or expenses.

E. An Inspector General, who reports directly to the Governing Board, assumes responsibility for internal audit of both financial and operational functions, with the Audit and Finance Committee as the initial point of contact. The Committee will:


b. Review and evaluate the results of major operational or compliance audits and make appropriate recommendations to the Governing Board with respect to the findings involved.

c. Review the scope of audit coverage and the applicable schedules.

F. Establish procedures for the receipt, retention and treatment of complaints or concerns received by the Peralta Colleges regarding accounting, internal accounting controls or auditing matters, including confidential, anonymous submissions from employees.

G. Regularly meet for approximately two hours at 5 PM on the Thursday following the second Tuesday of each month from September though July.

a. The Vice Chancellor for Financial Affairs/Chief Financial Officer will provide staff support for the Committee.
b. All meetings will be posted and conducted in accordance with the Sunshine laws of the State of California and will be open to the public.

c. Additional meetings may be called, including closed sessions, when circumstances so dictate.

d. Minutes of each session shall be prepared, approved at the following meeting, and retained in accordance with established retention policy.

e. A majority of the Committee of three Trustees shall constitute a quorum for the transaction of business at any meeting thereof, and the act of a majority of the members of the Committee present at any meeting at which a quorum is present shall be the act of the Committee.
In 2005, the governing board of PCCD created the position of Inspector General to safeguard the integrity and promote efficiency and effectiveness in district programs and operations.

A solely independent and objective entity reporting directly to the governing board, the Inspector General provides reports on the adequacy and effectiveness of the district’s internal controls, analyzes its performance and investigates troubling areas.

Recommendations based on the findings from the IGs work are provided to the governing board, and documents made public are posted on the OIG’s Web page.

To access the Web page:
Go to Peralta.edu
Click on Service Centers
Click on Office of Inspector General

Please review the various documents available on the Web site, including “File A Complaint” and “Whistleblower Complaint Report Form”
1. **What is the function of the Office of the Inspector General (OIG)?**

The OIG is an independent and objective arm of the Board of Trustees of the Peralta Community College District. It was established to monitor the District’s network of management policies and processes to determine whether these controls are performing as designed, and are adequate and functioning in a manner to help ensure:

- Quality and continuous improvement are fostered;
- Programs, plans and objectives are achieved;
- Resources are acquired economically, used efficiently and adequately protected;
- Financial, managerial and operational information is accurate, reliable and timely;
- Employee actions comply with policies, standards and procedures; and
- Risks are appropriately identified and managed.

2. **What is the OIG’s jurisdiction and Scope of Responsibilities?**

The OIG’s jurisdiction includes matters taking place on Peralta Community College District property or using District facilities and equipment, and any individual, group or company receiving compensation or payment from the District. OIG scope includes:

- Review effectiveness and efficiency of programs, systems and operations;
- Strengthen District operations by supporting its Strategic Master Plan;
- Enhance ethical, fiscal and legal integrity of systems and operations; and
- Investigate wrongdoing in performance of District activities.

3. **What types of services does the OIG provide?**

- Performs operational, compliance and information system audits
- Investigates allegations of waste, fraud, abuse and mismanagement
- Delivers recommendations on organizational improvements

As a general rule, the OIG does not engage in cases involving private disputes, labor-management issues, supervisor-subordinate matters or litigation.

4. **How do I file a complaint?**

A complaint must be filed in writing by downloading the Complaint Form from the OIG Web Page on the District website or by obtaining a form at the District Administration Office. Completed Complaint Forms may be faxed, mailed or hand carried to the District Administration Office.

5. **Does the OIG accept anonymous complaints?**

Yes. Anonymity is appropriate when revealing the source of a complaint would place the complainant in jeopardy. Choosing anonymity does not allow the IG to acknowledge receipt of a complaint. A phone number should be provided for follow up purposes. Should an anonymous complaint be received and an initial investigation (absent critical information) does not warrant moving forward, the complaint inquiry will be closed.
6. **How long does it take to complete an investigation?**

The OIG is a .5 FTE function. As such, it is difficult to estimate the length of time an investigation will take. A complaint is reviewed based on its urgency, completeness and workload. Some determining factors include the nature of the allegations, the priority level of the case and the number of investigative interviews that must be completed. Status reports are available to involved parties.

7. **What kind of communication can I expect from the OIG after I file my complaint?**

After you file a complaint with the OIG, you will receive an acknowledgment letter confirming receipt. The acknowledgment letter will identify a file ID number for your complaint. You may not be contacted personally, however, unless and until there is a need for additional information or clarification to initiate an investigation.

8. **Are complaints kept confidential once received by the OIG?**

All records pertaining to an active investigation are considered confidential and, therefore, not subject to public release. Generally, the complaint form is a public record once an investigation is closed. If confidentiality is granted, it is the IG’s policy not to release the complainant’s name unless compelled to do so by a court of law. However, if an investigation results in a finding that an employee engaged in misconduct, the results of the investigation and the names of the witnesses may become public.

9. **What types of complaints does the OIG decline?**

The OIG declines to investigate anything that has been fully adjudicated (administratively or in a court) or is pending before an administrative agency or pending in civil or criminal court. The OIG cannot investigate complaints that fail to provide detail sufficient to initiate the investigation. In addition, the OIG will not investigate complaints where an employee is merely dissatisfied with a supervisor or a work assignment.

10. **Are law enforcement agencies affiliated with the OIG?**

The OIG is not a law enforcement entity. However, any unlawful conduct discovered during the course of an investigation will be referred to the appropriate authorities.

11. **Is there a limit on the age of a case the OIG will investigate?**

Yes. The OIG will only investigate an action or issue that occurred within one year of the complaint referral to the office.

12. **When are reports of investigations made available to the public?**

A report that is not subject to confidentiality laws is available to the public at the appropriate conclusion of the investigation by the OIG or other designated authority.

13. **You may obtain a copy of a completed and closed investigation by contacting the OIG at:**

   Office of the Inspector General, Peralta Community College District
   333 East 8th Street, Oakland, CA 94606
   (510) 466-7203
   inspectorgeneral@peralta.edu
Chancellor -
Elihu M. Harris
eharris@peralta.edu
(510) 466-7202 (510) 268-0604 fax
Chief Administrative Officer of Peralta’s Colleges and District Service Center.

Assistant to the Chancellor -
Roxanne Epstein
repstein@peralta.edu
(510) 466-7203 (510) 268-0604 fax
(510) 479-5621 cell
Works directly with the Board of Trustees.

Executive Assistant -
Nancy Koo
nkoo@peralta.edu
(510) 466-7204 (510) 268-0604 fax
Works directly with the Chancellor.

Associate Vice Chancellor &
Special Assist to the Chancellor -
Alton Jelks
ajelks@peralta.edu
(510) 587-7827 (510) 268-0604 fax
Vice Chancellor of special projects as assigned by the Chancellor, and
Acting Director of Peralta Colleges’ Foundation.

Executive Assistant -
Socorro Taylor
staylor@peralta.edu
(510) 466-7206 (510) 268-0604 fax
Works directly with the Peralta Colleges’ Foundation.

Staff Assistant
Suzanne Kunkel
skunkel@peralta.edu
(510) 587-7855 (510) 268-0604 fax
Works directly with the Peralta Colleges’ Foundation and the Chancellor.
Strategic Management Team

Strategic Management Team Description

The SMT is an executive group that will meet regularly to deliberate upon and develop common approaches to strategic district-wide issues. The group is intended to promote district-wide collaboration and critical thinking based on external data. The SMT is a central implementation process for the broad principles of the strategic plan: collaboration, data-driven planning, and development of a common strategic agenda and process for the district as a whole. Key topics will include strategic educational planning, student need and success data, facilities planning principles and processes.

Decision-Making

Using the Strategic Plan as a shared framework, the SMT is intended to strongly influence decision-making regarding district wide issues. However, the SMT does not change established decision-making responsibilities within the colleges and district service centers, or the consultative responsibilities under shared governance. The SMT will review work-products of the strategic planning process and develop approaches for most effectively implementing the plan.

Membership

The membership includes the Chancellor, the College Presidents, Vice Chancellor, Educational Services, Chief Financial Officer, Director of General Services, and Associate Vice Chancellor, Admissions and Records. The current strategic planning consultant and facilities planning consultant will provide facilitation and data to support the group. Other managers and constituency representatives may be invited to make presentations or participate in key sessions.

Consultation and Reporting

It is critical to the success of the SMT and strategic planning that the members regularly report to and collect input from the Colleges and the service centers not represented on the SMT. The SMT will also communicate and consult as appropriate through existing shared governance processes.

Process

The group will use a structured agenda and process to maintain an ongoing strategic dialog. This will ensure that the participants develop a common understanding of data and of the core planning, decision-making and management processes to be used to carry out shared strategic intentions. A key goal of forming the team is to create collaborative team working relationships between the colleges, and between the colleges and the district office service functions.
PERALTA COLLEGES’ FOUNDATION

The Peralta Colleges’ Foundation is an independent, nonprofit organization founded in 1971 to secure funds in support of the missions of the four colleges of the Peralta Community College District. For more than three decades, the Foundation has helped strengthen education in our community.

The Foundations’ Board of Directors launched a major initiative to increase the Foundation’s endowment by sponsoring two annual events, the golf tournament in the Spring and the gala dinner in the Fall.

The Foundation’s overall goals are to:

- Identify and secure community and private support for the Colleges;
- Promote a positive image of the Peralta Colleges;
- Provide scholarships and professional and vocational training programs;
- Provide resources for faculty and staff to further their professional goals; and
- Support innovations in learning, instruction, and teaching.

The Peralta Colleges’ Foundation is a key participant in the overall development of the colleges. Its vision is shaped by the values and practices designed to enhance the intellectual, cultural, and educational needs for our students, faculty, and staff, and the communities in which they live and work.

For a list of the Foundation scholarships and program funds, please go to www.peraltafoundation.org
Peralta Community College District

Educational Services
Educational Services Resources on the Web

Faculty Evaluation and Tenure Review documents
http://peralta.edu/apps/comm.asp?$1=117

Program Review Documents
http://eperalta.org/wp/indev/documents/

District-wide Educational Master Plan

Unit Plan and Program Review links
http://eperalta.org/wp/pbi/

PASSPORT Help and Training materials
http://www.peralta.edu/apps/comm.asp?$1=510
The Peralta Office of Institutional Research is responsible for analyzing and delivering institutional data for planning and reporting purposes, including matriculation-related requirements.

In the course of these activities, the Office of Institutional Research generates reports and statistical analyses that inform management, faculty, staff, government agencies, and the general public, about Peralta’s academic programs, students, personnel, and services.

What we do:

- Generate, analyze and disseminate data for institutional planning, program evaluation, and reporting to inform the Peralta community and others about Peralta’s academic programs and services.

- Act as District liaison to other colleges and government agencies involved in educational research and planning.

- Provide technical assistance and background data to Peralta colleges for preparation of grant proposals.

- Develop cutting-edge data warehousing, query and report generating tools to interface with PeopleSoft and other databases to provide institutional data.

- Develop data delivery systems to provide colleges with web-based and other easily accessible data.

Please access the Institutional Research Web page:
Peralta.edu> Service Centers> Institutional Research

2009-10 PROGRAM REVIEWS
To view documents for 2009-10 Program Reviews, click the links on the right-side Navigation bar or below:

Program Review Documents
Student Equity Fact Books
Peralta 2009 Fact Books

EARLIER DATA
Data obtained prior to 2007 is available online at the Institutional Research Data Bank
Office of Admissions and Records

James M. Bracy  
Associate Vice Chancellor of Student Services  
(510) 466-7365

Charlotte Smith  
District Admissions Officer  
(510) 466-7370

Joyce Brown Willis  
Admissions and Records Analyst  
(510) 466-7331

Karen Croley  
District Admissions Secretary  
(510) 466-7367

Admissions and Records Technicians  
Derek Lee  (510) 466-7359  
Jose Pena  (510) 466-7379  
Tam Vo  (510) 466-7374  
Connie Wu  (510) 466-7362

Admissions and Records Specialists  
Berkeley City College  Loretta Newsome  (510) 981-2806  
College of Alameda  Marcean Bryant  (510) 748-2227  
Laney College  Rene Rivas  (510) 464-3529  
Merritt College  Susana DelaTorre  (510) 436-2598

Admissions and Records Clerks  
Berkeley City College  Elinor Chin  (510)-981-2805  
College of Alameda  Shirley Armstrong  (510) 748-2225  
Laney College  Cliff Gibson  (510) 464-3566  
Merritt College  Shou Huang  (510) 464-3107  
Merritt College  Maryhelen Kaufman  (510) 436-2590
Accessing Admissions and Records Forms
1. www.peralta.edu
2. Click on Student Info
3. Down on your left under Links, look for Admissions and Records Forms.
4. Click on Admissions and Records Forms.
5. Center of the page, all forms are listed. Simply double click on form desired and you will be able to open.

Forms available:
- Academic Renewal/Alleviation form
- Add and Drop Cards
- Advanced Placement for College Students
- Authorized Repeat Petition
- GE Breadth/IGETC Certification Form
- High School Student Concurrent Enrollment Form
- Matriculation Checklist
- Online Petition Form for AA/AS/Certificate
- Petition for Credit by Examination
- Petition for Substitution/ Waiver
- Petition for Pre-Requisite/Co-Requisite Challenge Form
- Request for Record Correction
- Student Petition for Extension of an Incomplete
- Transcript Request Form
Budget, Financial Aid, and Revenues

(vacant)
Vice Chancellor, Budget and Finance
(510) 466-7275

Mary Beth Benvenutti
Acting Assistant Vice Chancellor, Finance
(510) 466-7254

Ofelia Mendoza
Accounting Technician
(510) 466-7250

Judy Lam
Accounting Technician
(510) 466-7258

Vu Nguyen
Accounting Technician
(510) 466-7227

Galileo Sapitan
Accounting Technician
(510) 466-7338
PAYROLL OFFICE

(vacant)
Vice Chancellor, Budget and Finance
(510) 466-7275

Telly Castro
Payroll Manager
(510) 466-7274
Manages administrators and Board of Trustees payroll; manages the operation of payroll and supervision of staff; implements changes and compliance with government regulations

Michelle Lenh
Payroll Coordinator
(510) 466-7352
Manages regular faculty and STRS Defined Benefit Plan and direct deposit file.

Amany El Masry
Staff Assistant/ Payroll
(510) 466-7270
Works with hourly faculty and STRS cash balance plan; inputs garnishments and payroll general deductions.

MacArthur Nelson
Staff Assistant/ Payroll
(510) 366-7271
Works with student workers and part-time temporary classified payroll; verification of earnings; Apple Retirement System.

Rosario Ilagan
Staff Assistant/ Payroll
(510) 466-7273
Works with regular classified and PERS retirement; inputs savings bonds and Local 29 dues.
Accounts Payable Staff: Assignments and Contact Information

(vacant)
Vice Chancellor, Budget and Finance
(510) 466-7275

Dettie Del Rosario
• AP Supervisor
Phone 510-466-7260
ddelrosario@peralta.edu

Nick Shere
• Location 8
• Funds 63 and high
• Apple
Phone: 510-466-7241
Fax: 510-835-4078
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Nicanor Custodio
• Location 6
• Hewlett Packard
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ncustodio@peralta.edu

Tina Du
• Location 2
• Grainger
Phone: 510-587-7872
Fax: 510-835-4078
tdu@peralta.edu

Earvin Robinson                                                            Diana York
• Location 5  Location 1
• Corporate Express  Office Depot
(Staples)                     Phone: 510-466-7253
• Utilities                                                               Fax: 510-587-7877
Phone: 510-466-7226                                                     dyork@peralta.edu
Fax: 510-835-4078
erobinson@peralta.edu
Peralta Community College District
Budget Development Calendar

October thru January

- College Budget committees and the Strategic Management Team (SMT) review recommendations from the College community for district-wide priorities, including faculty and staff hires, and statutory cost increases based on Educational Master Plan priorities.

January

- Governor's proposed Budget published.
- Informational Memorandums issued on Governor's budget proposal to all constituent groups (Board of Trustees, Academic Senate, Budget Advisory Committee, PFT, Local 1021 & 39). SMT meets 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 first half of 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).
- College's Budget priorities submitted to District office.
- District office begins preparation of preliminary budget allocation.

March

- Initial proposals submitted to Chancellor for the District budget.
- Budget proposals reviewed by Budget Advisory Committee.
- Review status of budget development with PFT/Academic Senate. Academic Senate submits recommendations on budget process.

April

- Discuss carry-over fund priorities with colleges & submission of justification

May

- Governor presents May revise to Budget (May 15th).
- Draft Tentative Budget submitted to Chancellor.
June

- Tentative Budget submitted to Board of Trustees at last June meeting (California Code of Regulations section 58305(a)).

July

- Legislature approves and Governor signs state budget by July 1st.

- California Community Colleges State Chancellor's budget workshop in Sacramento.

- Informational Memorandums issued on proposed budget revenues to all Constituent groups (Board of Trustee's, Academic Senate, Budget Advisory Committee, PFT, Local 1021 & 39).

- Colleges meet with Academic Senates, PFT, Local 1021 and Local 39 on budget priorities.

- College's revised budget priorities submitted to Chancellor.

- Approved Tentative Budget input into PeopleSoft.

August

- Preliminary Adopted Budget available August 15th for Chancellor's review.

- Comply with Title 5 Section 58301 by publishing dates, time and locations where public can review proposed Adopted Budge (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, 2005) (California Code of Regulations section 58305(c)).

- Completed Annual Financial Report and Adopted Budget to be submitted by September 30th to the State Chancellor, with a copy filed with the County of Alameda office of education. (California Code of Regulations section 58305(d)).
Standards of good practice require that a budget allocation model reflects the allocation of funds to meet the institution's program and facilities commitments in harmony with their strategic plan.

1. First year implementation will not reduce college's budget.

2. FTES targets shall be sufficient to earn base plus growth.

3. The following are fixed costs: (Fixed cost categories are zero based budgeted each year based on projected actual costs of commitments.)
   
   a. The District unrestricted fund reserve is determined by the Chancellor, but cannot be less than 5%.
   b. District must comply with 50% law.
   c. Step and column salary increases.
   d. Tax and benefit cost increases.
   e. Contractual labor agreements.
   f. Utilities and property/liability insurance and Fund 4 expenditures.
   g. GASB 45 compliance.
   h. Repayment of Taxable OPEB Bonds.
   i. District must comply with the 75/25 law (California Code of Regulations Title 5, §51025. Should not exceed target without appropriate justification and approval of Chancellor.
   j. DSP&S general fund transfer.
   k. Chancellor's contingency fund

4. Allocations of new positions or possible reallocation of vacant positions will be done on a District-wide basis as approved by the Chancellor, considering recommendations from the SMT, the BAC, and DWEMPC; taking productivity and parity into consideration.

5. For a decline in FTES and/or productivity, the college has one year of stability to regain base FTES plus the under target/funded amount from previous year. Failure to reach FTES and/or productivity targets will cause a reduction in funding in year two.

6. All categorical funds will be distributed to the colleges according to state requirements.

7. Built into the model is an economy of scale allocation (10.5%).

8. If colleges are funded based upon FTES, then upon a retirement of a vacancy in a funded position, the funding will be adjusted to the replacement cost.

9. PFT leave banking is an unallocated contingency fund.
10. In a year in which the state deficits community college funding mid year, the colleges may lose apportionment funds at the Discretion of the Chief Financial Officer.

11. The District Budget Advisory Committee and the Academic Senate shall review and recommend any amendments to the Budget Allocation Model.

12. As defined by the California Ed Code, the Board of Trustees has fiduciary responsibility for the district and may amend the allocation model.

13. In a fiscal emergency, the Chancellor has the right to suspend the Budget Allocation Model.

14. At the discretion of the Chief Financial Officer, any contingent funding may remain unallocated until funding is assured.

15. College budget carryovers may be permitted at the discretion of the Chancellor and the Chief Financial Officer. Budget carryovers are for specific future expenditures and not the result of an inability to encumber current year funds. The budget carryover must be encumbered and expended (for the intended purpose) within the following year.
Approved Proposals from Budget Allocation Committee

1. Economy of scale: (Approved by Committee 2/28/06)

   It is proposed that the economy of scale remain at 10.5% of the first adopted budget using the budget allocation formula. The dollar amount should remain fixed in future budgets and shall not be amortized. At the end of three years it is proposed that the Chancellor’s Budget Advisory Committee review the economy of scale issue to determine if adjustments to the formula or the amortization would be fundamentally fair to the four colleges.

2. College Productivity (Approved by Committee 2/6/06)

   It is proposed that the five year average productivity (measured from the first year the new budget allocation is adopted) be the minimum productivity established for each college. Should a college not maintain the minimum productivity, the calculation of FTES that would have been earned if the college had maintained the productivity target, will be deducted from the next year’s revenue allocation.

   Should a college decide to fundamentally change educational programs, which would alter the expected overall productivity, a college may request from the Chancellor a recalculated productivity minimum target.

3. Central Support Services (Approved by Committee 2/28/06)

   It is recommended by this committee that quarterly, the Chancellor’s Budget Advisory Committee review Central Support Services budgets and make recommendations to the Chancellor regarding the augmentation or reduction in the following year’s allocation. Any recommendations by the Budget Advisory Committee should be in writing and include support and justification for the proposed changes.

4. Budget Advisory Committee (Approved by committee 2/28/06)

   It is recommended by this committee, that the Budget Advisory Committee be a standing committee during the fiscal year, and in addition to budget recommendations, the committee periodically meet to review College and Central Support Services budgets (quarterly) and fiscal year expenditures and to monitor revenues over base revenues including COLA and growth funding. It will also be the responsibility of the Budget Advisory Committee to monitor the budget allocation model and make recommendations to the Chancellor if adjustments in the model are deemed appropriate. Any recommendations by the Budget Advisory Committee should be submitted to the Chancellor in writing and include support and justification for any adjustments proposed.

5. Budget Advisory Committee (Approved by Committee 2/28/06)

   This committee recommends that the Budget Advisory Committee prepare committee by-laws.
The ABCs of How Bills Are Paid

AP Staff and Assignments

Nick Shere  Earvin Robinson
Location 8; Funds 63 and higher  Location 5; Corporate Express (Staples)
Apple  Utilities

Nocanor Custodio  Dianna York
Location 6  Location 1
Hewlett Packard  Office Depot

Tina Du  Dettie Del Rosario
Location 2  AP Supervisor
Grainger

Overview of AP Process

Upon receipt of the invoice:
• it is stamped;
• it is verified as to whether documentation is complete and consistent;
• it is determined as to whether
  --the requisition is approved,
  --Purchase Order is dispatched
  --Budget issues exist.

If documentation is complete:
• A voucher is created by the AP Tech,
• The voucher produces a check in the following AP run.
If the documentation is incomplete, no check is cut and the requisition is returned.

Sometimes requisitions are not automatically sourced to the Pos and become “stuck in cyberspace.”

Because of this, requesters should follow up to make sure requisitions are not only approved but also sourced to POs.
Documentation must be consistent with regard to:
- Invoice
- PO
- Contract
- Receiving

What must be consistent?
- Vendor name and ID
- Dollar amounts
- Items paid for
- Tax
- Contract (for services over $600)
- Party billed (must be Peralta)

Payment Terms – Net 30
Payment types:
- Regular POs
- Pay-to requisitions
- Open accounts
- Direct payments
- Express checks

AP Checks are cut every Tuesday and Thursday.

Disbursement of checks –
- Checks are disbursed the following day.
- Checks are either mailed or sent to the bursar’s office of each college, or held at the district office.
- If a check is to be held at the district office or returned to the college, that instruction should be clearly written or stamped on the requisition page.
**Regular Purchase Orders**

- If goods have been marked in by the warehouse, and the district AP unit has received a valid invoice from the vendor, the AP unit will pay the invoice without further intervention from the college.

- However, intervention by the requester or other college staff may be required in some cases.

**Regular POs: Receiving Goods**

- All goods must be shipped to the warehouse.

- Only perishable or hazardous materials, or materials requiring installation by the vendor or their installer, should be delivered to the college.

- Delivery of orders to the college must be approved in advance by the Purchasing Department.

- If goods have been delivered directly to the college, the college MUST notify the warehouse promptly by e-mailing Shawnee Martinez and copying the AP Tech.

- Otherwise, payment may be delayed, or it may be impossible to pay the vendor.

**Regular POs: Discrepancies**

- If the invoice is inconsistent with the PO, AP staff will follow up with the vendor and/or the requester. The requester may need to take action to resolve the situation, or the invoice may not be paid.

- If the invoice significantly differs from the PO, a CHANGE ORDER may need to be submitted to the buyer, or the warehouse may need to be notified of the receipt of unmarked items.

- If the requester asks for or approves a significant alteration to the order, they should contact the buyer to determine whether a change order is required.

**Pay-To Requisitions**
Pay-To Requisitions

• Signature of Cost Center Manager on the invoice
  --Signature is required to confirm that goods are received or services performed.
  --This is not required for regular POs because they are marked in by the warehouse.
• Signature of the Business Manager on the requisition page
• Valid contract
  (for payments for services over $600)
• Pay-to requisitions must be submitted to the Business Office, not directly to AP
• Original, uniquely numbered invoice and one copy
• Printout of the requisition and the account coding
• Correct breakdown of taxable and non-taxable lines on the requisition
• Correct buyer
  --Use the AP Tech as buyer (and origin DAP) only for
    *Utilities
    *Travel
    *Services under $600, and
    *Petty cash reimbursements to the Bursar only
• Employee reimbursements must be submitted to Purchasing.

Other Payments

Open Accounts
• Invoices must be signed off.
• Requester is responsible for tracking total payments.
• When the PO is used up, create a new one.
• Invoices should be submitted via the Business Office.
• Open accounts for goods must be marked taxable.
• Open accounts for goods and services must have both taxable and non-taxable lines.

Direct Pays
• Should be used only when a requisition cannot be processed.
• Direct pays do not show up under document status.
  They are directly deducted from the budget
• To determine whether a direct pay has been processed, check “voucher inquiry” screen or review available budget.
• To determine whether a direct pay has been processed, check “voucher inquiry” screen or review available budget.

Express Checks
• Express checks are checks which are not run as part of the regular AP weekly cycle.
• With APs twice-a-week run schedule, express checks should not be needed.

Following Up on Payments

How to Follow Up on Payments
• Each requester is responsible for checking their orders to make sure they have been completed.
• If an order has been received but not paid after 30 days, follow up with the AP Tech.
• This is especially critical when approaching the end of the fiscal year and for funds which are not carried over to the next year.
• Most of the time, the document status page shows whether a payment has been made.
• If a direct pay has been used, document status will not show it. However, the voucher inquiry page and the budget will show the direct pay.
• If the requester does not have security access to these screens, contact the Business Office.
Payment
  - If there is a payment line, a check has been cut on the indicated date.

Voucher
  - If there is a voucher line, a check has been keyed in and will usually be cut in the next run.
  - The voucher date is the invoice date, not the date the voucher was keyed in.

If neither voucher nor payment lines exist, the AP Tech has not keyed in a payment based on the requisition or PO number in question.

AP Staff can only key in a payment if the requisition is approved and the PO is dispatched.

If the PS has not been dispatched yet, contact the buyer.
**PO Activity Summary**

### Activity Summary

**Unit:** PCCD1  
**PO Status:** Dispatched  
**PO ID:** 300037118  
**Vendor:** COMPUTERLAND OF SILICON VALLEY

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<th>Details</th>
<th>Receipt</th>
<th>Invoice</th>
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<th>View All</th>
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<td>Item</td>
<td>Item Description</td>
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<td>Qty Received</td>
<td>Qty Accepted</td>
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Interpreting Activity Summary

- Purchasing> Purchase Orders> Review PO Information> Activity Summary
- The Receipt tab, Qty Received column shows how many of each item has been received.
- The Invoice tab, Quantity Invoiced column shows how many of each item the district has paid for.

Checking in with AP Tech

- Checks should be cut within 30 days of AP receiving an invoice if the documentation is complete and valid, including all documents and signatures required.
- With the new AP staff, most valid invoices are paid much more quickly; there is currently little to no backlog in the AP department.
- If documentation is incomplete or invalid, it will be returned to the requester, in care of the Business Office, via district mail.
- If, in that timeframe, a check has not been cut for an order, contact your AP Tech to see if something is holding up the order and whether the documentation should be re-submitted.

Sales Tax

- When preparing requisitions, you must mark all taxable items as such.
- Ship-to locations:
  Taxable: Warehouse, 1, 2, 5, 6, 8  
  Non-taxable: Exempt, 11, 21, 51, 61, 81
- When creating open accounts for service that may include both parts and labor, remember to include both taxable and non-taxable lines.
- If an order includes both taxable (good) and non-taxable (services) items, you must separate those lines on the requisition and mark each line correctly.
- When creating a pay-t requisition for an invoice, you must use the invoice subtotal and mark it taxable if the whole invoice is taxable. Do not use the invoice total as the line amount and do not mark the line as non-taxable.
- Do not create a separate line for taxes.
- If the invoice is only partly taxable, you must create multiple lines for the taxable and non-taxable portions of the invoice.
- For out of state orders, make sure to mark items taxable so that USE tax will be encumbered. Otherwise a budget transfer may be required later.
- If the requisition has not been prepared correctly with regard to tax, either
  *a change order must be submitted to the buyer or,
  *the order must be cancelled and re-created.
Vendor Files

- Make sure to select the correct vendor number when creating a requisition.
- Check all vendor names and addresses
- Be careful with vendors who have multiple files, such as Ricoh or Pitney Bowes, and vendors with similar names, such as Bananas Inc. and Bananas At Large, Inc.
- A mistake can easily lead to the wrong vendor being paid, lost check, or payments credited incorrectly.
- Never use vendor numbers beginning with SF to create a requisition. *Those files are for students who receive refunds or financial aid awards.
  *A separate file must be created if they are to be paid as a note-taker, art model, etc.
- If you are not certain that the vendor file is correct, or if a new file must be created, contact Seraphine Nzomo at 466-7225.
- Note that what prints on the check is not the “vendor name field” but the “payment alt name field.” This may not be visible to requesters; if you need to know the alt name for a vendor, contact your AP Tech.

Contracts

- A valid contract should exist at the time the invoice is created.
- Work should be completed within the time period stated in the contract.
- Total payments for work under the contract should be within the Not to Exceed amount.
- Vendors should not work without a signed contract.
- An ICC is required for every payment for services over $600
  *The requester cannot circumvent contract policy by splitting up payments for the same work.
- AP cannot process a payment unless the attached ICC has been signed by
  *the College President
  *Vice Chancellor, Finance and Administration
  *Chancellor
- If the contract is missing some signatures, the paperwork will be returned.
- Contracts over $25,000 must be approved by the Board.
- Bond fund contracts over $76,700 must be approved by the Board.
- The requester is responsible for tracking total payments under each contract.
- If the vendor works beyond the coverage date of the contract, or amount billed exceeds the limit of the contract, an amendment is required.
- Vendor name and tax ID information must be consistent between contract, invoice, and vendor file.
Travel

- All requisitions for travel-related expenditures, including registration, accommodation, and airline tickets, must be accompanied by the Travel Authorization Form signed by the first-level supervisor, Business Manager, and College President.
- Travel advance requests
  * should not exceed 80% of the authorized amount
  * must be submitted no later than 15 days before travel
  * will not be paid more than 15 days in advance.
- Registration, accommodation, or tickets can be paid early if necessary with separate requisitions. These
  * Must be accompanied by the Travel Authorization Form.
  * Must be paid directly to the vendor, not to the employee.
- A new vendor file may be required in some cases. If so, the requester must arrange ahead of time for the new vendor file to be created.
- Advances must be liquidated/finalized within 30 days of completion of travel.
- Mileage is currently reimbursed at 55 cents per mile.
- Original receipts must be submitted and carefully added.
- List expenses only in the correct column.
- Hotel receipts must be itemized.
- No liquor expense can be reimbursed.
- Mileage at current existing rates will be reimbursed to employees who have been given the approval to use their automobiles to carry out designated responsibilities for the district. Use transportation report form.
- Transportation reports (mileage, bridge and parking expenses) are to be submitted to the Business Office at the end of each calendar month. No accumulation.
- It should be submitted to AP for payment no later than the 15th day of the following month.
Fiscal Year Closing

• Prior to the end of the fiscal year, requesters should check outstanding orders, and managers should check their budgets, to make sure all transactions are complete.
• It is imperative that all documents be received at Accounts Payable before the AP cutoff date (Date TBA) in order to be processed by June 30th.
Peralta Community College District

Human Resources and Employee Relations
<table>
<thead>
<tr>
<th>Personnel Services</th>
<th>Phone Number</th>
<th>Description (partial duties)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vacant</strong></td>
<td></td>
<td>EEO and labor relations, recruitment and selection, policy and procedure, Union negotiations and supervision of HR and Employee Relations</td>
</tr>
<tr>
<td>Vice Chancellor for Human Resources</td>
<td>(510) 466-7296 FAX: (510) 587-7874</td>
<td></td>
</tr>
<tr>
<td><strong>Karen Ulrich</strong></td>
<td>(510) 466-7252 FAX: (510) 587-7874</td>
<td>EEO discrimination investigations, grievances, disciplinary actions, labor relations, training, management contracts, and supervision of HR &amp; Employee Relations staff</td>
</tr>
<tr>
<td>Director of Human Resources &amp; Employee Relations</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Kashi Yamashita</strong></td>
<td>(510) 466-7265 FAX: (510) 466-7249</td>
<td>Administrative support to the Vice Chancellor for Human Resources and Director of HR &amp; Employee Relations</td>
</tr>
<tr>
<td>Executive Assistant</td>
<td>(510) 466-7252 FAX: (510) 986-6903</td>
<td>Employee and Retiree benefits administration.</td>
</tr>
<tr>
<td><strong>Jennifer Seibert</strong></td>
<td></td>
<td>Process employee and retiree benefits enrollments, open enrollments, etc.</td>
</tr>
<tr>
<td>Benefits Coordinator</td>
<td>(510) 587-7865 FAX: (510) 587-7865</td>
<td>Clerical assistance for the Benefits Department.</td>
</tr>
<tr>
<td><strong>Carolyn Page</strong></td>
<td></td>
<td>Intake and Services for all Peralta Classified Employees - District-wide. (Alternate to Nancy Pak)</td>
</tr>
<tr>
<td>Staff Services Specialist</td>
<td>(510) 587-7865 FAX: (510) 466-7549</td>
<td>Recruitment and Selection for Laney College and Berkeley City College; Classification as assigned &amp; HRIS Lead. (Alternate to Natasha Spivey and Specialist, as needed)</td>
</tr>
<tr>
<td><strong>Ronnie Roberts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical Assistant</td>
<td>(510) 466-7229 FAX: (510) 466-7229</td>
<td></td>
</tr>
<tr>
<td><strong>Ruby Andrews</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resources Generalist</td>
<td>(510) 466-7288 FAX: (510) 466-7397</td>
<td></td>
</tr>
<tr>
<td><strong>David A. Betts</strong></td>
<td></td>
<td>Recruitment and Selection for Laney College and Berkeley City College; Classification as assigned &amp; HRIS Lead. (Alternate to Natasha Spivey and Specialist, as needed)</td>
</tr>
<tr>
<td>Human Resources Analyst/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resources Supervisor</td>
<td>(510) 466-7257 FAX: (510) 466-7397</td>
<td></td>
</tr>
<tr>
<td><strong>Vacant</strong></td>
<td></td>
<td>District-wide Classification and Compensation Plan. Provides advice and direction on a wide range of matters involving application of policies, rules and regulations. (Backup to Director of HR and alternate/lead to Analysts as needed.)</td>
</tr>
<tr>
<td>Senior Human Resources Analyst</td>
<td>(510) 466-7283 FAX: (510) 466-7280</td>
<td></td>
</tr>
<tr>
<td><strong>Isabel Cabrera</strong></td>
<td></td>
<td>LIVESCAN (Fingerprinting); Student Employment and Adjunct Leaves. (Alternate to Doris H. Kogo)</td>
</tr>
<tr>
<td>Staff Assistant, Human Resources</td>
<td>(510) 466-7293 FAX: (510) 466-7280</td>
<td></td>
</tr>
<tr>
<td><strong>Denise M. Fontenot</strong></td>
<td></td>
<td>Intake and Services for Academic/Faculty Employees for Laney College and Berkeley City College. (Alternate to Julie Huang)</td>
</tr>
<tr>
<td>Human Resources Generalist</td>
<td>(510) 466-7292 FAX: (510) 466-7280</td>
<td></td>
</tr>
<tr>
<td><strong>Julie Huang</strong></td>
<td></td>
<td>Intake and Services for Academic/Faculty Employees for College of Alameda, Merritt College &amp; District Office. (Alternate to Denise M. Fontenot)</td>
</tr>
<tr>
<td>Human Resources Generalist</td>
<td>(510) 466-7354 FAX: (510) 466-7397</td>
<td></td>
</tr>
<tr>
<td><strong>Doris H. Kogo</strong></td>
<td></td>
<td>Application Intake Services, Faculty Adjunct Pool &amp; other duties as assigned. (Alternate to I. Cabrera)</td>
</tr>
<tr>
<td>Staff Assistant, Human Resources</td>
<td>(510) 466-7294 FAX: (510) 466-7280</td>
<td></td>
</tr>
<tr>
<td><strong>Anthony Matchette</strong></td>
<td></td>
<td>Clerical functions, assistance with LIVESCAN as needed.</td>
</tr>
<tr>
<td>Clerical Assistant II, Human Resources</td>
<td>(510) 466-7290 FAX: (510) 466-7280</td>
<td></td>
</tr>
<tr>
<td><strong>Nancy Pak</strong></td>
<td></td>
<td>District Employee Leaves.</td>
</tr>
<tr>
<td>Human Resources Generalist</td>
<td>(510) 466-7386 FAX: (510) 466-7280</td>
<td></td>
</tr>
<tr>
<td><strong>Natasha Spivey</strong></td>
<td></td>
<td>Recruitment and Selection for College of Alameda, Merritt College and District Office; Classification as assigned and other duties. (Alternate to David Betts and Specialists, as needed)</td>
</tr>
<tr>
<td>Human Resources Analyst</td>
<td>(510) 466-7291 FAX: (510) 466-7397</td>
<td></td>
</tr>
</tbody>
</table>
### Process Flow of Duties

<table>
<thead>
<tr>
<th>Who</th>
<th>Functions</th>
<th>Mgr/Sup</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Ulrich</td>
<td>- Investigations</td>
<td>Vice Chanc-</td>
</tr>
<tr>
<td>(Director of Human Resource</td>
<td>- Grievances</td>
<td>ellor</td>
</tr>
<tr>
<td>Services &amp; Employee Relations)</td>
<td>- Skelly</td>
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<tr>
<td></td>
<td>- Suspensions</td>
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<td>- Terminations</td>
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<td></td>
<td>- Disciplinary Actions, Consultation and Letters</td>
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<td></td>
<td>- Labor Relations</td>
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<td></td>
<td>- Management Consulting</td>
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<td></td>
<td>- Training – Manager’s College</td>
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<tr>
<td></td>
<td>- EEO Plan</td>
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<td></td>
<td>- Manager’s Journal</td>
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<td></td>
<td>- Bulletin</td>
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<td>- ADA/Accommodations</td>
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<td>- Fitness For Duty Exams</td>
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<td></td>
<td>- Classified Training Academy</td>
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<td></td>
<td>- Probationary Release</td>
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<tr>
<td></td>
<td>- DFEH/EOC/OCR/PERB/DOL Responses</td>
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<tr>
<td></td>
<td>- Prepare and Represent District in Arbitrations</td>
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<tr>
<td></td>
<td>- Custodial Hiring Pool</td>
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<td></td>
<td>+ Management Contracts</td>
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<td></td>
<td>+ Management Evaluations</td>
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<td></td>
<td>+ Budget</td>
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<tr>
<td></td>
<td>+ Settlement Agreement Compliance</td>
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<td></td>
<td>+ Recruitment &amp; Selection (Administrators/Faculty/Classified/Hourly)</td>
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<td>+ Personnel Action Approval</td>
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<td>+ Layoffs</td>
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<tr>
<td></td>
<td>+ March 15 Letters</td>
<td></td>
</tr>
<tr>
<td>Who</td>
<td>Functions</td>
<td>Mgr/Sup</td>
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<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
</tbody>
</table>
| Karen Ulrich | **Advising Managers on Employment Practices, Procedures, Policies and Bargaining Agreements**  
**Human Resources Information Systems**  
- Lead for HR Information Systems Functional and User-Level Issues  
- Maintenance/Update of HR tables in PeopleSoft  
- Training of HR staff on Information Systems  
- Position Control Implementation Lead (HR)  
- Responding to Data Requests for Information and Queries  
**Recruitment & Selection (Berkeley City College/Laney College)**  
- Coordination of final job description approval with the Sr. HR Analyst, HR Manager and College  
- Analysis and confirmation of minimum qualifications  
- Ensuring budget and position approval by coordinating with Finance and Educational Services  
- Submission of requests to advertise to the Chancellor  
- Posting of internal and intra-district advertisements  
- Posting of advertisements on District, State Chancellor, and external websites  
- Monitoring of applicant pool throughout application period  
- Screening of applicant pools for minimum qualifications  
- Review of Board Policy and Labor Agreements with respect to the recruitment and hiring process  
- Coordination of letters of acknowledgement and notification of elimination (paper-screening, committee screening, interview, equivalency, etc.)  
- Approval of Screening and Interviewing Committees  
- Assembly and submission of packets to Screening Committee Chairs  
- Approval of screening criteria and interview questions  
- Analysis, review and oversight of the committee’s processes, decisions, and recommendations  
- Assembly and submission of packets to Hiring Managers for final interviews  
- Approval of final interview questions  
- Analysis, review and oversight of the Hiring Manager’s recommendation(s)  
- Submission of Hiring recommendations to HR administrators, Chancellor, and Board, as appropriate  
**Special Projects**                                                                 | KU      |
<table>
<thead>
<tr>
<th>Who</th>
<th>Functions</th>
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</thead>
<tbody>
<tr>
<td>Sr. HR Analyst</td>
<td>Desk Audits</td>
</tr>
<tr>
<td>Backup:</td>
<td>o Initial review of Reclassification Requests</td>
</tr>
<tr>
<td></td>
<td>o Research and comparative analysis of similar duties throughout the District</td>
</tr>
<tr>
<td></td>
<td>o Research and comparative analysis of duties among existing job classifications</td>
</tr>
<tr>
<td></td>
<td>o Research and comparative analysis of the duties throughout the Bay 10</td>
</tr>
<tr>
<td></td>
<td>o Research and comparative analysis of the duties among other California community colleges and in the broader market, if necessary.</td>
</tr>
<tr>
<td></td>
<td>o Interview of incumbent and supervisor (and Manager).</td>
</tr>
<tr>
<td></td>
<td>o Composing final recommendation(s)</td>
</tr>
<tr>
<td></td>
<td><strong>Classification and Compensation</strong></td>
</tr>
<tr>
<td></td>
<td>o Consulting on all Design of new job specifications</td>
</tr>
<tr>
<td></td>
<td>o Review and editing of proposed job descriptions/announcements.</td>
</tr>
<tr>
<td></td>
<td>o Review of job announcements (duties and minimum qualifications)</td>
</tr>
<tr>
<td></td>
<td>o Performing salary surveys within the Bay 10, California CC's, and the broader job market.</td>
</tr>
<tr>
<td></td>
<td><strong>Special Projects</strong></td>
</tr>
<tr>
<td>Who</td>
<td>Functions</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Natasha Spivey (HR Analyst)</td>
<td>Advising Managers on Employment Practices, Procedures, Policies and Bargaining Agreements</td>
</tr>
<tr>
<td>Backup:</td>
<td></td>
</tr>
<tr>
<td>o D. Betts</td>
<td>Recruitment &amp; Selection (Berkeley City College/Laney College)</td>
</tr>
<tr>
<td>o Sr. HR Analyst</td>
<td>o Coordination of final job description approval with the Sr. HR Analyst, HR Manager and College</td>
</tr>
<tr>
<td></td>
<td>o Analysis and confirmation of minimum qualifications</td>
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<td>o Ensuring budget and position approval by coordinating with Finance and Educational Services</td>
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<td>o Submission of requests to advertise to the Chancellor</td>
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<td>o Posting of advertisements on District, State Chancellor, and external websites</td>
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<td>o Monitoring of applicant pool throughout application period</td>
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<td>o Screening of applicant pools for minimum qualifications</td>
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<td>o Review of Board Policy and Labor Agreements with respect to the recruitment and hiring process</td>
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<td>o Coordination of letters of acknowledgement and notification of elimination (paper-screening, committee screening, interview, equivalency, etc.)</td>
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<td></td>
<td>o Approval of Screening and Interviewing Committees</td>
</tr>
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<td>o Assembly and submission of packets to Screening Committee Chairs</td>
</tr>
<tr>
<td></td>
<td>o Approval of screening criteria and interview questions</td>
</tr>
<tr>
<td></td>
<td>o Analysis, review and oversight of the committee’s processes, decisions, and recommendations</td>
</tr>
<tr>
<td></td>
<td>o Assembly and submission of packets to Hiring Managers for final interviews</td>
</tr>
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<td>o Approval of final interview questions</td>
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<td></td>
<td>o Approval of final interview questions</td>
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<tr>
<td></td>
<td>o Analysis, review and oversight of the Hiring Manager’s recommendation(s)</td>
</tr>
<tr>
<td></td>
<td>o Submission of Hiring recommendations to HR administrators, Chancellor, and Board, as appropriate</td>
</tr>
<tr>
<td></td>
<td>o Prepare management contracts</td>
</tr>
<tr>
<td></td>
<td>o Monitor management contracts and maintain beginning and end dates for agreements</td>
</tr>
<tr>
<td>Who</td>
<td>Functions</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Denise Fontenot (HR Generalist)</td>
<td><strong>Advising Managers and Employees on Employment Practices, Procedures, and Bargaining Agreements</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Faculty Personnel Transactions</strong></td>
</tr>
</tbody>
</table>
|                                          | • Hiring of Regular and Adjunct Faculty, Long-Term Substitutes and Academic Managers  
|                                          |   o Coordination with academic senate for equivalencies  
|                                          |   o Advising employees on personnel policies and salary placement procedures  
|                                          |   o Advising employees on retirement options  
|                                          |   o LiveScan  
|                                          |   o Setting up employees in PeopleSoft  
|                                          |   o Setting up instructional discipline(s) on the Instructor Advisor Tables  
|                                          |   o Review of minimum qualifications  
|                                          |   o Analysis of work experience and transcripts for salary placement  
|                                          | • Updates to Faculty Records  
|                                          |   o Review new transcripts/Determine column advancements/Manual entry (regular faculty)  
|                                          |   o Review new transcripts & District work experience/Manual entry (adjunct faculty)  
|                                          |   o Faculty Overloads  
|                                          |   o ZZOIS Assignments  
|                                          |   o Stipends  
|                                          |   o Reduced Workload Program  
|                                          |   o Leaves (sabbatical, unpaid, etc.)  
|                                          |   o Terminations  
|                                          | • Researching Faculty Pay Grievances  
|                                          | • Salary Analysis  
|                                          | • Coordination with Benefits Office (Hires & Terminations)  
|                                          | • Coordination with Payroll  
<p>|                                          | • Review Pro Rata Reports  |</p>
<table>
<thead>
<tr>
<th>Who</th>
<th>Functions</th>
<th>Mgr/Sup</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy Pak (HR Generalist)</td>
<td></td>
<td>KU</td>
</tr>
<tr>
<td>Backup</td>
<td>Employee Leaves and Absences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Tracks and maintains record of employee leaves and absences</td>
<td></td>
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<tr>
<td></td>
<td>- Coordinates leave issues with Risk Manager, Benefits Coordinator And ER Manager</td>
<td></td>
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<tr>
<td></td>
<td>- Works with IT in the coordination of various leave accruals in the PeopleSoft database at the</td>
<td></td>
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<tr>
<td></td>
<td>beginning of the calendar and fiscal years</td>
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<tr>
<td></td>
<td>- Primary contact with IT for setup and maintenance of leave plan tables, adjustments, actions,</td>
<td></td>
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<td></td>
<td>etc.</td>
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</tr>
<tr>
<td></td>
<td>- Sends out notices to employees regarding FMLA Leaves</td>
<td></td>
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<tr>
<td></td>
<td>- Provides support with adjunct leaves</td>
<td></td>
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<tr>
<td></td>
<td>- Supports Benefits Coordinator with Long-term disability documentation</td>
<td></td>
</tr>
<tr>
<td>D. Betts</td>
<td>Employment Verifications - Service Credit Buyback</td>
<td></td>
</tr>
<tr>
<td>I. Cabrerra</td>
<td>Unemployment Claims Research</td>
<td></td>
</tr>
<tr>
<td>Ruby Andrews</td>
<td>Workers Compensation (in coordination with Risk Manager)</td>
<td></td>
</tr>
<tr>
<td>Harison Odembo</td>
<td>Reasonable Accommodation (in coordination with Risk Manager and Supervisor/Manager)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- <strong>Employee Evaluations (Vacant HR Generalist)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- <strong>Probationary Evaluations (Monthly)</strong></td>
<td></td>
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<tr>
<td></td>
<td>- <strong>Monthly reminders of Annual Evaluations</strong></td>
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<tr>
<td></td>
<td>- <strong>Annual reminders of Evaluation Due Dates</strong></td>
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<tr>
<td></td>
<td>- <strong>Manual Entry of evaluation dates in PeopleSoft</strong></td>
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<tr>
<td></td>
<td>- <strong>Notifies ER of non-favorable evaluations</strong></td>
<td></td>
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<tr>
<td></td>
<td>- <strong>PFT Seniority List (Julie Huang)</strong></td>
<td></td>
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<tr>
<td></td>
<td>- <strong>Classified Seniority List (Vacant HR Generalist)</strong></td>
<td></td>
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<tr>
<td></td>
<td>- <strong>Standard Employment Verifications (Oral &amp; Written)(L. Kerner &amp; D. Kogo)</strong></td>
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<tr>
<td></td>
<td>+ <strong>Report on excessive and patterned absences</strong></td>
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<tr>
<td></td>
<td>+ <strong>Create monthly report of Managers who have not completed performance evaluations</strong></td>
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<tr>
<td></td>
<td>+ <strong>Automated Leaves and Absences Implementation</strong></td>
<td></td>
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<tr>
<td></td>
<td>+ <strong>Report to Managers of Local 39/1021 employees over contracted limits for accrued vacation</strong></td>
<td></td>
</tr>
<tr>
<td>Who</td>
<td>Functions</td>
<td>Mgr/Sup</td>
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</tr>
<tr>
<td>Ruby Andrews (HR Generalist) Backup:</td>
<td><strong>Classified personnel transactions for regular, hourly and administrators</strong></td>
<td>KU</td>
</tr>
<tr>
<td></td>
<td>o Performs research and other work related to a variety of employee-employer relations matters, negotiations and collective bargaining agreements and maintains confidential files.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Acts as an information resource to managers, supervisors and employees regarding human resources rules, regulations, policies and procedures, and collective bargaining provisions.</td>
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<tr>
<td></td>
<td>o Local 39 and Local 1021 Seniority Lists.</td>
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<tr>
<td></td>
<td>o LIVESCAN /Enters new employee data and personnel transactions into the HRIS</td>
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<td></td>
<td>o Sets up record of new employees in PERS.</td>
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</tr>
<tr>
<td></td>
<td>o Maintains a pool of applications for temporary classified positions.</td>
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<tr>
<td></td>
<td>o Tracks and monitors days/hours worked by temporary employees and sends notices of end of assignment to managers and temporary employees.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Processes annual salary increases and longevity stipends for classified employees.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Employee Evaluations</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>+ Probationary Evaluations (Monthly), Manual Entry of evaluation dates in PeopleSoft</td>
<td></td>
</tr>
<tr>
<td></td>
<td>+ Monthly reminders of Annual Evaluations, Annual reminders of Evaluation Due Dates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>+ Notifies ER of non-favorable evaluations</td>
<td></td>
</tr>
<tr>
<td>Doris Kogo (Staff Asst./HR) Backup:</td>
<td><strong>Applicant Tracking</strong></td>
<td>KU</td>
</tr>
<tr>
<td></td>
<td>o Accepts applications for all vacancies and creates registers of all applicants</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Sends out status letters to applicants per Analyst instructions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Informs Academic Senate of equivalency requests</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Maintains and updates Job Hotline</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Maintains Adjunct Faculty Pool</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Works with Clerical Assistant II in maintaining Job Announcement Board</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Greets the public</td>
<td></td>
</tr>
<tr>
<td>Who</td>
<td>Functions</td>
<td>Mgr/ Sup</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| Isabel Cabrera (Staff Assistant/HR)     | - Processes student hiring packets; creates electronic and paper student personnel files; maintains student personnel files.  
                                            - LIVESCAN for employees and the general public.  
                                            - Provides backup support in the maintenance of application files, preparing applicant registers and associated responsibilities.  
                                            - Performs data entry and retrieval tasks.  
                                            - Provides application information to general public and district employees. Assists in mailing out job bulletins and other materials.  
                                            - Greets and assists visitors; screens and answers telephone calls.  
                                            - Receives, opens, date stamps, sorts and distributes departmental mail.  
                                            - Verbal Employment verifications                                                               | KU       |
<p>| Backup: D. Kogo                          |                                                                                               |          |
|                                         |                                                                                               |          |
|                                         |                                                                                               |          |
| Anthony Matchette (Clerical Assistant II)| General Clerical Support                                                                     | KU       |
| Backup: D. Kogo                          | - Open &amp; distribute incoming mail and correspondence                                             |          |
|                                         | - Make copies as needed                                                                       |          |
|                                         | - Monitor copiers for maintenance                                                              |          |
|                                         | - Maintain and update Job Announcement Board per Analyst direction                             |          |
|                                         | - Personnel File maintenance                                                                  |          |
|                                         | - Employee requests to review personnel files                                                 |          |
| I. Cabrera                               |                                                                                               |          |</p>
<table>
<thead>
<tr>
<th>Who</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Seibert (Senior Benefits Coordinator)</td>
<td><strong>District Benefits</strong>&lt;br&gt; - Administers all employee and retiree medical, dental, and vision benefits&lt;br&gt; - Annual benefits open enrollments&lt;br&gt; - Weekly new employee benefits orientations&lt;br&gt; - Health and wellness fairs&lt;br&gt; - Assist employees with medical plan highlights and comparisons&lt;br&gt; - COBRA and Employee Assistance Program administration&lt;br&gt; - Protected health information disclosure&lt;br&gt; - Administer adjunct open enrollment and reenrollment of medical and dental benefits&lt;br&gt; - Fun Fringe Benefit administration&lt;br&gt; - Voluntary 403(b) and 457(b) tax shelter programs and personal financial planning administration&lt;br&gt; - Federal and state guideline implementation&lt;br&gt; - Health &amp; Welfare Benefits Committee participation&lt;br&gt; - Contract and vendor liaison administration and maintenance&lt;br&gt; - Flex Day contributor and events planning&lt;br&gt; - Retiree Medicare premium reimbursement processing&lt;br&gt; - Audit employee benefits&lt;br&gt; - Reimbursement of eligible employee prescription overpayments</td>
</tr>
<tr>
<td>Who</td>
<td>Functions</td>
</tr>
<tr>
<td>-----</td>
<td>-----------</td>
</tr>
</tbody>
</table>
| Kashi Yamashita  
(Executive Assistant)  
Backup:  
  - K. Ulrich  
  - N. Pak | **General Support to Director**  
  - Scheduling investigation/interviews  
  - Logs EEO Complaints/Investigations and Desk Audit Appeals  
  - Budget  
  - Student 1098T  
  - Student Fee Letters  
  - COTOP Reporting  
  - Research CBA & Ed Code  
  - EAP Supervisory Referrals  
  - Update and maintain Employee Relations Website  
  - Take and transcribe minutes of Board EEO Committee  
  - Budget – Monitor and process invoices  
  - Order office equipment and supplies and track requests  
  - EEO research for Bulletin and Journal  
  - Prepare Power Point presentations for trainings  
  - Assist finalization of EEO and other Board Reports and Charts  
  - Assist preparation of Manager’s College  
  + **FFD Exams/Coordinated w/Risk Manager**  
  + **AB1825 Compliance (ASCIIP)**  
  + **Manager’s College (PowerPoint/training)**  
  + **DFEH/EEOC/OCR/PARB/DOL – timetable monitoring and extensions**  
  + **Identify Faculty Sexual Harassment Training**  
  + **Duties associated with Human Resource Services**  
  + **Assist with Classified Training Academy**  
  + **Assist Director with Management Contracts**  
  + **Keep record of Department absences**  
  + **Probationary Evaluations (Monthly)**  
  + **Monthly reminders of Annual Evaluations and Annual reminders of Evaluation Due Dates**  
  + **Notifies ER of non-favorable evaluations** | KU |
<table>
<thead>
<tr>
<th>Who</th>
<th>Functions</th>
<th>Mgr/Sup</th>
</tr>
</thead>
</table>
| Vacant (Employee Relations Analyst) | o Investigations  
                              | o DFEH/EEOC/OCR/PERB/DOL responses  
                              | o Suspension Letters  
                              | o Termination Letters  
                              | o Disciplinary Letters  
                              | o Skelly Letters        |         |
Department of Information Systems

Minh Lam
Associate Vice Chancellor, Information Systems
(510) 466-7262

Janet Cragin
Director of Technical Services
(510) 466-7268

Vacant
Staff Assistant

Diana Lara
District Telecommunication Systems Coordinator
(510) 7337

Kit Hui
Senior Network Coordinator
(510) 466-7319

Linnea Wren
Senior Network Coordinator
(510) 466-7234

Abigail Brewer
Senior Network Coordinator
(510) 466-7335

Jonathan Olkowski
Senior Network Coordinator
(510) 466-7323

Ira Hannon
Help Desk 1
(510) 466-7350

Frank Chez
Help Desk 2
(510) 587-7862
Kyu Lee
Programmer Analyst
(510) 466-7328

Senior Programmer Analyst (at least two vacant positions)

Consultants (long term)
  Emerson Whatley (ePaperless) (510) 541-8508
  Raghuvir Goradia (OpenWave)
  Tharun Mainampati (OpenWave)
  Aaron Edwards
  Phil Weiser (CIBER)
  Jerry Kenny (CIBER)
Peralta Community College District

General Services
Department of General Services
Organizational Chart

Board of Trustees

Elihu Harris
Chancellor

Dr. Sadiq B. Ikharo
Vice Chancellor of General Services

Rosemary Vazquez
Executive Assistant
General Services

Carol Reil
Facilities Project Coordinator (Contract Administration)

Galileo Sapitan
District Accounting Technician
General Services

Robert Beckwith
Director of Facilities & Operations

John Banisadr
Purchasing Compliance Manager

L. Mark Sennette
Director of Capital Projects

Lt. Erik Gulseth
Police Lieutenant

Updated: February 8, 2010
**Shared Governance Project Approval Process**

Consultant Services over $500,000 & Capital Projects over 5 million*

---

**Phase 1**

**College Educational Master Plan /Facilities Master Plan**

- Dept. of General Services
  - Review for budget & Master Plan Compliance

- Districtwide Facilities Committee
  - Review

- Districtwide Facilities Committee
  - Review and Recommend

- Chancellor and SMT
  - Review and Recommend

- Board Facilities & Land Use Committee
  - Review and Recommend

- Board of Trustees
  - Approve

---

*Emergencies Exempted

Department of General Services

Peralta Community College District

Rev. 1.3 12/15/09
Phase 2

Project Development Overview

Program Project:
- Define scope
- Identify needs
- Define requirements
- Develop standards
- Planning
- Budgeting
- Timing
- Feasibility studies (priorities & timing)

Determine Delivery Method

Draft Scope of Work

Prepare Solicitation

Release Solicitation
Educational Master Plan

Integrated Educational & Facilities Master Plan

College Roundtable Cmte. (BCC)
College Facilities Cmte. (All other colleges)

College Council at Each College

Each College President Sign-off

To DGS for review on Integrated Master & Spending Plan Alignment

Each College Approval

DGS Review

Each College Sign-off

Sign-off

Affirm College Process Done

Approve or Return to College

Project Development
College Shared Governance Process
(Within each college)
Project Development
Districtwide Process

Align College Recommendation(s) w/ Facilities Master Plan → DGS

Districtwide Facilities Review & Sign-off → Districtwide Facility & Land Use Cmte.


Districtwide Strategy & Policy Review Sign-off & Recommendation to Board → SMT & Chancellor

Board Committee Sign-off & Recommendation → Land Use & Facilities Cmte.

Final Approval → Board of Trustees

Rev 1.3
12/15/09
Phase 2c

**Project Development Programming**

- **Identify needs**
- **Define requirements**
- **Confirm Standards**

**Project Team**
- Project team in place at project inception
- Meets bi-monthly at minimum or weekly as needed

**Building Programming**
- Building programming up to schematics & design development
- Approval of Department Dean
- Must support Unit Plan (following Educ. Master Plan)

**Program Team**
- Dept. Chair
- Dept. Faculty
- DGS Planning & Development Mgr.

**Delivery Planning**
- Planning processes & design subject to available budget

**Project Budgeting**
- Planning & processes without adequate budget returned to College Department for revision according to available means

**Feasibility Studies (Priorities & Timing)**
- Dept. Faculty
- DGS Planning & Development Mgr.

**Members of Team**
- College Department Faculty/Chair
- Students (2)
- College Administrator
- DGS Project Manager
- Architect
- Maintenance & Operations
- Specialty Consultant
- DGS Planning & Development Mgr.
- Other Stakeholders
- Community Representative
Phase 3

Professional Services Acquisition Process

Publish Solicitation & Receive Responses (RFQ, RFI or RFP)

Solicitation Response Review: Requirements, Technical and Professional

Shared Governance Review & Establish Short List

Short List Presentations & Interviews

Develop Award Recommendation

Review & Recommendation

Board Committee Review

Final Approval

DGS

SG Committee

Review Committee

VC, DGS

Chancellor

Land Use & Facilities Cmte.

Board of Trustees

Academic Senate

Bus. Manager

DGS Staff

College President

VP Instruction

V. Chancellor, GS

Dir. Capital Projects

Mgr.Planning & Dev.
Ordering Supplies from the Warehouse

1. PURPOSE
To provide procedures for ordering supplies from the District Warehouse.

2. SCOPE
This procedure applies to all personnel who need to order supplies from the District Warehouse, and to the people who approve and process those orders i.e., the District Managers, College’s Business Managers, Finance Staff, and to the District Warehouse Staff.

3. OVERVIEW
The District Warehouse maintains a limited inventory of items that the Colleges and the District are able to order from the Warehouse. The Warehouse purchases in bulk in order to achieve the lowest possible price, and maintains this inventory for use by the Colleges and the District. This inventory primarily relates to items used at all four Colleges and the District, and consists of paper products, letter head, common forms (used by all sites), cleaning supplies, and some chemicals. This inventory does not include any unique items that the Colleges use. Those unique items must be purchased separately by the College and the District, via the District Purchase Order (PO) system. For purchasing Goods via a PO, see SOP09, Requesting a Purchase Order for Goods.

4. REFERENCES
SOP09 — Requesting a Purchase Order for Goods

5. DEFINITIONS AND ABBREVIATIONS
- Budget Account Code – The 23 digit budget code used to purchase Goods and Services.
- Bulk Order Form – A form used to order Bulk inventory items from the Warehouse.
- Financial Services Report – A report sent by the Warehouse Supervisor to the Finance Staff to charge the budget account code for the items ordered.
- PO – Purchase Order
- Sell-Down Order Form – A form used to order Sell-Down inventory items from the Warehouse. Sell-Down items are limited to the amount of inventory the Warehouse has in stock, and once their supplies have been depleted, the Warehouse will no longer maintain an inventory of these items.

6. HOW TO ORDER SUPPLIES FROM THE WAREHOUSE
The District has two types of order forms, the Bulk Order Form and the Sell-Down Order Form:
- **Bulk Order Form** lists inventory items that the District will actively maintain, and will continue to replenish once their supplies are depleted.
- **Sell-Down Order Form** lists inventory items that the District currently has in stock, but will not replenish once the items have been distributed. (The District is tying to "sell down" these items, and once they are depleted you will have to purchase these items via the Purchase Order system.)

6.1 To order items from the Warehouse, locate the desired items on one of the two order forms. (The Warehouse Order Forms are available on the District’s Purchasing website. Specific instructions on how to fill in the order forms are also listed in the first tab of the order form.)
6.2 Fill in the quantity for the desired items you want, and provide the appropriate Budget Account Code for your purchase. If you would like to know the specific price for the items you are ordering, please call the District Warehouse Staff at 466-7214, and they will provide you with the latest price for the items you are ordering. If you are not concerned with the latest price, just fill in the desired quantity and once the Warehouse Staff receives the approved form, they will provide the latest price (on the form) when they deliver the items.

6.3 Obtain approval for your purchase from your budget responsible manager. (For the Colleges, that would be the Business Manager.)

6.4 Forward the approved form to the District Warehouse. You may fax the form to the District Warehouse at 587-7866.

6.5 The District Warehouse Staff will pull your order, note the prices for the items on the form, note any shortages in the “Comments” field, and will deliver the items on the next out bound truck to your college. For the Colleges, all deliveries will be made to the College’s Storekeeper.

6.6 Upon delivery of the items, the Warehouse Staff will ask the Storekeeper (or for the District, the District personnel) to sign for receipt of delivery, and will leave a copy of the Order Form with the Storekeeper and or District Personnel. The Storekeeper or District Personnel should forward that copy to the Business Manager (or budget responsible District Manager), so that the Manager is made aware of the items being delivered, and has an accurate account for the price for the items ordered.

6.7 Once a week, the Warehouse Supervisor will inform the Finance Department of the total cost of your order, so that the Budget Account Code that was listed on the form is debited for the cost of the items.

7. WAREHOUSE’S ROLE

The Warehouse Staff is responsible for:

- Receiving the Order Forms and filling the orders.
- Listing the latest prices for the bulk items ordered on the Bulk Order Form. (For the Sell-Down items, the price is already listed on the form but the Warehouse Staff will review the on hand inventory to make sure the Warehouse still has available stock to deliver.)
- Noting any shortages of inventory in the Comments field of the form.
- Delivering the items to the College’s Storekeeper, or to the District Office.
- Informing the Finance Staff of the total cost of the order – (On a weekly basis the Warehouse Supervisor will inform the Finance Staff of total cost of the order, via a Financial Services Report.)

8. FINANCE’S ROLE

Upon receipt of the Financial Services Report from the District Warehouse Supervisor, the Finance Staff is to expense the budget account code listed in the Financial Services Report for the total cost of the items that were ordered via the Bulk Order Form and or the Sell-Down Order Form.

9. ATTACHMENTS

- Instructions for the Warehouse Order Form
- Bulk Order Form
- Sell-Down Order Form
Just-In-Time Office Supply Program

1. PURPOSE
   To provide an overview of the Just-In-Time office supply program for the Colleges and the
   District Administrative Center (DAC).

2. SCOPE
   This procedure only applies to a limited number of personnel (names listed below in this SOP) at
   the Colleges, and DAC; and to the staff at the Purchasing and Accounts Payable Departments. The
   District Purchasing Department has done a formal Request for Proposal for Office Supplies
   and has selected Corporate Express as the vendor to supply its office supplies. The Just-In-Time
   program is only for the purchase of last minute (unplanned) purchases of office supplies. The
   majority of office supplies purchased by the District should be purchased under the District’s
   normal purchasing procedures of issuing a requisition and having Purchasing issue a Purchase
   Order (PO) to the vendor. (See the Peralta Community College District—Purchasing Procedures
   for the normal PO process.) For last minute (unplanned) purchases, the District has developed
   this Just-In-Time program. This program is only for ordering supplies; absolutely no equipment
   or fixed assets can be purchased under this program.

3. OVERVIEW
   A select number of personnel (Requestors) will be authorized to place orders directly on
   Corporate Express’ e-way website. Prior to placing any order, the Requestor will work with
   Purchasing to setup an “Open Account” PO for each of the affected departments. Once Open
   Account POs have been established, the Requestor can begin ordering supplies from Corporate
   Express. Orders placed by 3:00 PM on a given business day will be delivered the following
   business day to the desktop of the Requestor. The Requestor will sign for receipt of the supplies,
   and once a month, Corporate Express will invoice Accounts Payable for the items purchased, and
   will attach to the back of the invoice all the signed proof of deliveries. Accounts Payable will
   process the payment without any additional receiving transaction by the District Warehouse Staff
   or Storekeeper at the college. The only receiving transaction for these purchases will be the
   signed proof of delivery form signed by the Requestor.

4. REFERENCES
   4.1 Peralta Community College District—Purchasing Procedures
   4.2 Corporate Express—e-way website: www.eway.com

5. DEFINITIONS AND ABBREVIATIONS
   • A/P - Accounts Payable
   • CE - Corporate Express
   • JIT - Just-In-Time
   • PO - Purchase Order
   • Requestor - College and DAC personnel authorized to initiate and place orders under Open
     Account POs for this Just-In-Time program.
6. DEPARTMENTS INVOLVED

Only the following department personnel (listed below) or their current replacements are authorized to order supplies under the JIT program for the Colleges and DAC. The Business Offices will be the program coordinator for the Colleges.

**DAC Personnel (Requestors):**

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Bldg</th>
<th>Room</th>
<th>Phone</th>
<th>Fax</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roxanne Epstein</td>
<td>Chancellor’s Office</td>
<td>Main</td>
<td>Desk</td>
<td>466-7203</td>
<td>268-0604</td>
<td><a href="mailto:repstein@peralta.edu">repstein@peralta.edu</a></td>
</tr>
<tr>
<td>Alexandra Manolis</td>
<td>Chancellor’s Office</td>
<td>Main</td>
<td>Desk</td>
<td>587-7855</td>
<td>268-0604</td>
<td><a href="mailto:amanolis@peralta.edu">amanolis@peralta.edu</a></td>
</tr>
<tr>
<td>Rosemary Vazquez</td>
<td>Department of General Services</td>
<td>PP</td>
<td>187</td>
<td>466-7346</td>
<td>466-7315</td>
<td><a href="mailto:rvazquez@peralta.edu">rvazquez@peralta.edu</a></td>
</tr>
<tr>
<td>Audrey Thompson</td>
<td>DGS-Capital Projects</td>
<td>PP</td>
<td>Front Desk</td>
<td>466-7287</td>
<td>466-7315</td>
<td><a href="mailto:athompson@peralta.edu">athompson@peralta.edu</a></td>
</tr>
<tr>
<td>Shawn Johnson</td>
<td>DGS-Maintenance &amp; Operations</td>
<td>PP</td>
<td>Front Desk</td>
<td>466-7346</td>
<td>466-7315</td>
<td><a href="mailto:jjjohnson@peralta.edu">jjjohnson@peralta.edu</a></td>
</tr>
<tr>
<td>Carrie Burdick</td>
<td>General Counsel</td>
<td>Main</td>
<td>Desk</td>
<td>587-7821</td>
<td>587-7844</td>
<td><a href="mailto:cburdick@peralta.edu">cburdick@peralta.edu</a></td>
</tr>
<tr>
<td>Lakshmi Kerner</td>
<td>Human Resources</td>
<td>Main</td>
<td>Desk</td>
<td>587-7898</td>
<td>466-7280</td>
<td><a href="mailto:lkerner@peralta.edu">lkerner@peralta.edu</a></td>
</tr>
<tr>
<td>Jennifer Lenahan</td>
<td>Finance</td>
<td>Main</td>
<td>Desk</td>
<td>466-7220</td>
<td>587-7851</td>
<td><a href="mailto:jlenahan@peralta.edu">jlenahan@peralta.edu</a></td>
</tr>
<tr>
<td>Nha Le</td>
<td>Educational Services</td>
<td>Main</td>
<td>Desk</td>
<td>466-7329</td>
<td>466-7304</td>
<td><a href="mailto:nle@peralta.edu">nle@peralta.edu</a></td>
</tr>
<tr>
<td>Pat Jameson</td>
<td>Educational Services</td>
<td>Main</td>
<td>Desk</td>
<td>466-7302</td>
<td>466-7224</td>
<td><a href="mailto:pjameson@peralta.edu">pjameson@peralta.edu</a></td>
</tr>
<tr>
<td>Carmin N. Fairley</td>
<td>Educational Services</td>
<td>Main</td>
<td>Desk</td>
<td>466-7307</td>
<td>466-7304</td>
<td><a href="mailto:cfairley@peralta.edu">cfairley@peralta.edu</a></td>
</tr>
<tr>
<td>Shirley Wilson</td>
<td>International Education</td>
<td>Int’l Edu Bldg</td>
<td>Desk</td>
<td>587-7836</td>
<td>663-0937</td>
<td><a href="mailto:swilson@peralta.edu">swilson@peralta.edu</a></td>
</tr>
<tr>
<td>None</td>
<td>Admissions and Records</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diana Fitzgerald</td>
<td>Marketing</td>
<td>A&amp;R</td>
<td>Desk</td>
<td>466-7267</td>
<td>587-7884</td>
<td><a href="mailto:dfitzgerald@peralta.edu">dfitzgerald@peralta.edu</a></td>
</tr>
<tr>
<td>Seraphine Nzomo</td>
<td>Purchasing</td>
<td>Purch/PP</td>
<td>Front Desk</td>
<td>466-7225</td>
<td>587-7873</td>
<td><a href="mailto:snzomo@peralta.edu">snzomo@peralta.edu</a></td>
</tr>
<tr>
<td>Anna Jiang</td>
<td>Information Technology</td>
<td>IT/PP</td>
<td>Front Desk</td>
<td>587-7849</td>
<td>587-7848</td>
<td><a href="mailto:ajiang@peralta.edu">ajiang@peralta.edu</a></td>
</tr>
</tbody>
</table>
## College of Alameda Personnel (Requestors):

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Bldg</th>
<th>Room</th>
<th>Phone</th>
<th>Fax</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ava Lee</td>
<td>Business Office</td>
<td>F</td>
<td>212</td>
<td>748-2201</td>
<td>769-6019</td>
<td><a href="mailto:alee@peralta.edu">alee@peralta.edu</a></td>
</tr>
<tr>
<td>Shuntel Nathanial</td>
<td>Business Office</td>
<td>F</td>
<td>212</td>
<td>748-2189</td>
<td>769-6019</td>
<td><a href="mailto:snathanial@peralta.edu">snathanial@peralta.edu</a></td>
</tr>
<tr>
<td>Arthur Rosete</td>
<td>Business Office</td>
<td>F</td>
<td>212</td>
<td>748-2214</td>
<td>769-6019</td>
<td><a href="mailto:arosete@peralta.edu">arosete@peralta.edu</a></td>
</tr>
<tr>
<td>Connie Willis</td>
<td>Business Office</td>
<td>F</td>
<td>212</td>
<td>748-2211</td>
<td>769-6019</td>
<td><a href="mailto:cwillis@peralta.edu">cwillis@peralta.edu</a></td>
</tr>
</tbody>
</table>

## Berkeley City College Personnel (Requestors):

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Room</th>
<th>Phone</th>
<th>Fax</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ikhbold Odnamar</td>
<td>Business Office</td>
<td>450F</td>
<td>981-2841</td>
<td>841-7333</td>
<td><a href="mailto:iodnamar@peralta.edu">iodnamar@peralta.edu</a></td>
</tr>
<tr>
<td>Colette Cussary</td>
<td>Business Office</td>
<td>456E</td>
<td>981-5035</td>
<td>841-7333</td>
<td><a href="mailto:ccussary@peralta.edu">ccussary@peralta.edu</a></td>
</tr>
<tr>
<td>Nancy Cayton</td>
<td>Office of Instruction</td>
<td>450D</td>
<td>981-2872</td>
<td>841-7333</td>
<td><a href="mailto:ncaayton@peralta.edu">ncaayton@peralta.edu</a></td>
</tr>
<tr>
<td>Donna Dorsey</td>
<td>Office of Instruction</td>
<td>450B</td>
<td>981-2871</td>
<td>841-7333</td>
<td><a href="mailto:ddorsey@peralta.edu">ddorsey@peralta.edu</a></td>
</tr>
<tr>
<td>Jasmine Martinez</td>
<td>Student Services</td>
<td>241</td>
<td>981-2810</td>
<td>841-7333</td>
<td><a href="mailto:jmartinez@peralta.edu">jmartinez@peralta.edu</a></td>
</tr>
<tr>
<td>Ramona Butler</td>
<td>Student Services</td>
<td>141</td>
<td>981-2803</td>
<td>841-7333</td>
<td><a href="mailto:rbutler@peralta.edu">rbutler@peralta.edu</a></td>
</tr>
<tr>
<td>Catherine Massey</td>
<td>Disability Programs &amp; Services</td>
<td>261</td>
<td>981-2812</td>
<td>981-2879</td>
<td><a href="mailto:cmassey@peralta.edu">cmassey@peralta.edu</a></td>
</tr>
<tr>
<td>Sylvia Espinosa</td>
<td>Office of Instruction</td>
<td>450</td>
<td>981-2928</td>
<td>841-7333</td>
<td><a href="mailto:sespinosa@peralta.edu">sespinosa@peralta.edu</a></td>
</tr>
</tbody>
</table>

## Laney College Personnel (Requestors):

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Bldg</th>
<th>Room</th>
<th>Phone</th>
<th>Fax</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinetta Roberts</td>
<td>Business Office</td>
<td>T</td>
<td>850</td>
<td>464-3228</td>
<td>986-6957</td>
<td><a href="mailto:kroberts@peralta.edu">kroberts@peralta.edu</a></td>
</tr>
<tr>
<td>Kanika Parris</td>
<td>Business Office</td>
<td>T</td>
<td>850</td>
<td>464-3227</td>
<td>986-6957</td>
<td><a href="mailto:kparris@peralta.edu">kparris@peralta.edu</a></td>
</tr>
<tr>
<td>Lisa Watkins-Tanner</td>
<td>President's Office</td>
<td>T</td>
<td>806</td>
<td>464-3235</td>
<td>464-3528</td>
<td><a href="mailto:fwatkins@peralta.edu">fwatkins@peralta.edu</a></td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
<td>Bldg</td>
<td>Room</td>
<td>Phone</td>
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</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------</td>
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<td>-------------</td>
<td>---------</td>
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</tr>
<tr>
<td>Christy Blue</td>
<td>Office of Instruction</td>
<td>T</td>
<td>703</td>
<td>986-6908</td>
<td>464-3231</td>
<td><a href="mailto:cblue@peralta.edu">cblue@peralta.edu</a></td>
</tr>
<tr>
<td>Ina Mann</td>
<td>DIV I</td>
<td>T</td>
<td>709</td>
<td>464-3102</td>
<td>464-3231</td>
<td><a href="mailto:imann@peralta.edu">imann@peralta.edu</a></td>
</tr>
<tr>
<td>Darlene Cruz</td>
<td>Office of Instruction</td>
<td>T</td>
<td>712</td>
<td>464-3222</td>
<td>464-3231</td>
<td><a href="mailto:dcruez@peralta.edu">dcruez@peralta.edu</a></td>
</tr>
<tr>
<td>Rochelle Rodgers</td>
<td>Office of Instruction</td>
<td>T</td>
<td>713</td>
<td>464-3217</td>
<td>464-3231</td>
<td><a href="mailto:rrodgers@peralta.edu">rrodgers@peralta.edu</a></td>
</tr>
<tr>
<td>Ina Mann</td>
<td>Office of Instruction</td>
<td>T</td>
<td>709</td>
<td>464-3102</td>
<td>464-3231</td>
<td><a href="mailto:imann@peralta.edu">imann@peralta.edu</a></td>
</tr>
<tr>
<td>Christy Blue</td>
<td>Office of Instruction</td>
<td>T</td>
<td>703</td>
<td>986-6908</td>
<td>464-3231</td>
<td><a href="mailto:clue@peralta.edu">clue@peralta.edu</a></td>
</tr>
<tr>
<td>Jean Carey</td>
<td>Office of Instruction</td>
<td>T</td>
<td>707</td>
<td>464-3203</td>
<td>464-3231</td>
<td><a href="mailto:jcarey@peralta.edu">jcarey@peralta.edu</a></td>
</tr>
<tr>
<td>Fang Huang</td>
<td>Voc Ed</td>
<td>T</td>
<td>704</td>
<td>464-3246</td>
<td>464-3231</td>
<td><a href="mailto:fhuang@peralta.edu">fhuang@peralta.edu</a></td>
</tr>
<tr>
<td>Rosario Fernandez</td>
<td>Library</td>
<td>LRC</td>
<td>114</td>
<td>464-3493</td>
<td>464-3264</td>
<td><a href="mailto:rfernandez@peralta.edu">rfernandez@peralta.edu</a></td>
</tr>
<tr>
<td>Lisa Aaron</td>
<td>VP SS</td>
<td>T</td>
<td>813</td>
<td>464-3214</td>
<td>464-3258</td>
<td><a href="mailto:laaron@peralta.edu">laaron@peralta.edu</a></td>
</tr>
<tr>
<td>Rae Hendriksz</td>
<td>EOPS</td>
<td>A</td>
<td>103</td>
<td>464-3521</td>
<td>986-6911</td>
<td><a href="mailto:rhendriksz@peralta.edu">rhendriksz@peralta.edu</a></td>
</tr>
<tr>
<td>Kim Wong</td>
<td>Student Services</td>
<td>T</td>
<td>804</td>
<td>986-6994</td>
<td>986-6957</td>
<td><a href="mailto:kwong@peralta.edu">kwong@peralta.edu</a></td>
</tr>
</tbody>
</table>

**Merritt College Personnel (Requestors):**

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Bldg</th>
<th>Room</th>
<th>Phone</th>
<th>Fax</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roger Toliver (Program Coordinator)</td>
<td>Business Office</td>
<td>Q</td>
<td>200</td>
<td>436.2406</td>
<td>436.2405</td>
<td><a href="mailto:rtoliver@peralta.edu">rtoliver@peralta.edu</a></td>
</tr>
<tr>
<td>Janet Zepel</td>
<td>Horticulture</td>
<td>H</td>
<td>107</td>
<td>436.2418</td>
<td>436.2631</td>
<td><a href="mailto:jzepel@peralta.edu">jzepel@peralta.edu</a></td>
</tr>
<tr>
<td>Judy Bryson</td>
<td>President Office</td>
<td>Q</td>
<td>300 Left side</td>
<td>436.2416</td>
<td>436.2514</td>
<td><a href="mailto:jbryson@peralta.edu">jbryson@peralta.edu</a></td>
</tr>
<tr>
<td>Doris Hankins</td>
<td>Office of Instruction</td>
<td>Q</td>
<td>300 Right side</td>
<td>436.2410</td>
<td>436.2514</td>
<td><a href="mailto:dhankins@peralta.edu">dhankins@peralta.edu</a></td>
</tr>
<tr>
<td>Linda Sanchez</td>
<td>Student Services, Counseling, DSPS, Financial Aid, ASMC</td>
<td>R</td>
<td>114 D</td>
<td>436.2477</td>
<td>436.2421</td>
<td><a href="mailto:lsanchez@peralta.edu">lsanchez@peralta.edu</a></td>
</tr>
<tr>
<td>Brenda Hampton</td>
<td>Humanities Division</td>
<td>D</td>
<td>216</td>
<td>436.2425</td>
<td>436.3823</td>
<td><a href="mailto:bhampton@peralta.edu">bhampton@peralta.edu</a></td>
</tr>
</tbody>
</table>
### Corporate Express Contact Personnel:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Phone</th>
<th>Cell</th>
<th>Fax</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steven Matthews</td>
<td>Sales Manager CE</td>
<td>(510) 608.6608</td>
<td>(408) 394.9394</td>
<td>(510) 608.6724</td>
<td><a href="mailto:steven.matthews@staples.com">steven.matthews@staples.com</a></td>
</tr>
<tr>
<td>Evettra Whitaker</td>
<td>Account Manager CE</td>
<td>(415) 273.5064</td>
<td>(510) 774.6175</td>
<td>(510) 614.5896</td>
<td><a href="mailto:evettra.whitaker@staples.com">evettra.whitaker@staples.com</a></td>
</tr>
<tr>
<td>Martha Mollenauer</td>
<td>Account Manager CE</td>
<td>(510) 608.6609</td>
<td>(510) 504-3107</td>
<td>(925) 828.9178</td>
<td><a href="mailto:martha.mollenauer@staples.com">martha.mollenauer@staples.com</a></td>
</tr>
</tbody>
</table>

### Purchasing Department Personnel:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Phone</th>
<th>Fax</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Banisadr</td>
<td>Purchasing Compliance Manager</td>
<td>587.7895</td>
<td>587.7873</td>
<td><a href="mailto:jbanisadr@peralta.edu">jbanisadr@peralta.edu</a></td>
</tr>
<tr>
<td>David Bui</td>
<td>Buyer-Merritt College</td>
<td>466.7255</td>
<td>587.7873</td>
<td><a href="mailto:dbui@peralta.edu">dbui@peralta.edu</a></td>
</tr>
<tr>
<td>Barbara Scott</td>
<td>Buyer</td>
<td>466.7256</td>
<td>587.7873</td>
<td><a href="mailto:bscott@peralta.edu">bscott@peralta.edu</a></td>
</tr>
<tr>
<td>Seraphine Nzomo</td>
<td>Staff Assistant</td>
<td>466.7225</td>
<td>587.7873</td>
<td><a href="mailto:snzomo@peralta.edu">snzomo@peralta.edu</a></td>
</tr>
</tbody>
</table>

### Accounts Payable Department Personnel:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Phone</th>
<th>Fax</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dettie Del Rosario</td>
<td>Accounts Payable Manager</td>
<td>466.7260</td>
<td>587.7852</td>
<td><a href="mailto:ddelrosario@peralta.edu">ddelrosario@peralta.edu</a></td>
</tr>
<tr>
<td>Dianna York</td>
<td>Accounting Services Technician</td>
<td>466.7253</td>
<td>835.4078</td>
<td><a href="mailto:dyork@peralta.edu">dyork@peralta.edu</a></td>
</tr>
<tr>
<td>Earvin Robinson</td>
<td>Accounting Services Technician</td>
<td>466.7226</td>
<td>835.4078</td>
<td><a href="mailto:erobinson@peralta.edu">erobinson@peralta.edu</a></td>
</tr>
</tbody>
</table>

7. **PROCEDURE (JUST-IN-TIME)**

7.1 **College’s and DAC’s Role**

Only the above listed Requestors can initiate an “Open Account” PO and place orders for supplies. This JIT program is only for ordering supplies; absolutely no equipment or fixed assets can be purchased under this program. Any Requestor caught ordering equipment will be restricted from participating in this JIT program and may be formally disciplined. The Business Office will be the project coordinator for Colleges.
7.1.1 At the beginning of the program, the Requestor must initiate an “Open Account” PO for the anticipated purchases during the fiscal year. Each Requestor is to establish a separate Open Account PO for each of their Departments. The Requestor must indicate in the Description field of the requisition that this “Open Account PO is for Just-In-Time purchases made by (Requestor Name) and only the (Requestor Name) and the designated backup person (Name) is authorized to receive the order.” Once the funds are encumbered and the requisition is budget checked, the Promt system will forward the requisition for approval, and then on to Purchasing for the issuance of a PO.

7.1.2 Once the PO has been issued to Corporate Express and CE has setup the e-way account, the Requestor can begin ordering supplies through CE’s e-way online ordering system. All JIT orders will be processed only through CE’s e-way online system. (Note: Supply orders under $50.00 will incur a $1.99 shipping charge from CE. Please consolidate your orders so that the total exceeds $50.00.)

7.1.3 CE’s e-way will keep track of available funds on the Open Account. If the Requestor has exceeded the available funds, e-way will not allow the Requestor to place the order. The Requestor will need to generate a new Open Account PO to add additional funds (see above procedure).

7.1.4 Any orders placed through e-way by 3:00 PM of a given business day will be delivered the following business day to the Requestor.

7.1.5 When receiving the supplies, the Requestor will be asked to sign for the order on the handheld CE scanner. The Requestor should verify the order, sign for the order, and provide the spelling of their name to the CE delivery person, so that they can type it into the scanner. Any short orders or problems should be noted to the CE delivery person, and followed up with the CE Account Manager. All short orders or problems must be reported to CE Account Manager (or on e-way) within five (5) days of receiving the order, so that CE can research the problem and provide the missing items. Any items that need to be returned to CE must be returned to CE within thirty (30) days of receipt. CE will not accept items after 30 days.

7.1.6 Only the Requestor and a designated backup person are authorized to sign for the order. If those two personnel are not available, the CE delivery person will re-deliver the items the following day. After three delivery attempts, the items will be sent back to the CE warehouse and the order will need to be re-generated.

7.1.7 At the end of the fiscal year (or when you want to close the Open Account PO) the Requestor must notify A/P to close the account. This way any available funds remaining on the open account will revert back to the department’s available budget. Do not inform A/P to close the account until all invoices have been paid. When closing the Open Account, the Requestor must also notify the CE Account Manager so that they can close the e-way account too.

7.2 Purchasing’s Role

7.2.1 The Buyer will verify the Open Account PO to make sure it states “Open Account PO is for Just-In-Time purchases made by Requestor (name) and only the Requestor (name) and the designated backup person (name) is authorized to receive the order”, and will process all Open Account POs.

7.2.2 The Open Account PO will be sent to CE (by the Staff Assistant) and a copy to the Requestor for their files.
7.2.3 Upon notification from A/P regarding unauthorized purchases of equipment or fixed assets, the Buyer will coordinate with the Merritt Program Coordinator to either cancel or restrict the Requestor’s ability to order under the JIT program, and will notify the Warehouse Supervisor so that the unauthorized fixed assets can be properly tagged.

7.3 Account Payable’s Role
7.3.1 Upon receipt of the invoice and all backup documentation from CE, A/P will verify the proof of delivery signatures and pay the invoice. There will be no receiving transaction by the District Warehouse or Storekeepers.

7.3.2 Verify the invoices are for supplies only and if any equipment or fixed assets were purchased, notify the College Program Coordinator and Purchasing personnel.

7.3.3 Upon notification by the Requestor, A/P will close the open account.

7.3.4 Any payment discrepancy will be handled by A/P, the Requestor, and the CE Account Manager.

7.4 Corporate Express’ Role
7.4.1 Train College Personnel in the use of the e-way on-line ordering system.

7.4.2 Setup e-way accounts for each Open Account PO issued by the Purchasing department.

7.4.3 Deliver orders within 24 hours of receipt of an e-way order, to the building and room number indicated above in the Department Involved section.

7.4.4 Make a minimum of three (3) delivery attempts to reach the Requestor before sending the order back to the CE Warehouse. Leave a note at each delivery attempt.

7.4.5 Notify the Requestor (via e-way) when insufficient funds exist. Do not process any order without sufficient funds.

7.4.6 CE Account Manager is to resolve all short shipment and order problems. CE to have a No-Fault Clause with the District to ship any missing items and resolve the problem after the fact.

7.4.7 Once a month, invoice the District A/P department. Only one invoice shall be provided and each delivery receipt (with the authorized Requestor’s signature) should be attached to the invoice. The invoice should be subtotaled by each affected PO number so that A/P can properly allocate payment to the correct PO number. Failure to properly identify each PO number on the invoice or not providing proof of delivery receipt, will delay the payment. The District will only pay for supplies that have authorized signatures.

7.4.8 Close the e-way account upon notification by the Requestor or Purchasing personnel.

8. ATTACHMENTS
None.
Requesting a Purchase Order for Goods

1. PURPOSE
   To provide procedures for requesting a Purchase Order for Goods under the formal bid limit of $76,700 (or as adjusted annually by the Price Deflation Index). For all other purchases including Services, Public Works Construction Projects, and Goods above the formal bid limit, refer to the District’s Purchasing Procedures and contact the Purchasing Department for assistance. All purchases above the formal bid limit must be conducted by the District Purchasing Department via a formal bid.

2. SCOPE
   This procedure applies to the personnel at all Peralta Colleges and the District Administrative Center.

3. OVERVIEW
   Peralta’s Purchasing Procedures authorize College and District personnel to identify goods and select vendors for items to be purchased and then to submit requisitions electronically in the PROMT system for processing by Purchasing. For goods under $10,000, only one quote from a vendor is required; however, if the amount is $2,500 or more, the quote must be in writing from the vendor. For purchases of goods over $10,000 and up to $76,700 (or the current bid threshold adjusted annually by the Price Deflation Index) three written quotes are required and a Bid Recapitulation Sheet is required.

4. REFERENCES
   4.1 Peralta Community College District—Purchasing Procedures
   4.2 Board Policy Section 6.31—Procurement of Supplies, Equipment, Furniture, Construction Repairs, and Maintenance Services
   4.3 PowerPoint Presentation—Overview of Purchasing Policies & Procedures
   4.4 State of California Public Contract Code—Sections 20650-20660
   4.5 State of California Education Code—Part 49 Commencing with Section 81000
   4.6 Business Process Document—Creating Requisitions in the PROMT System

5. DEFINITIONS AND ABBREVIATIONS
   • Buyer – District personnel working in the Purchasing Department whose formal job title is “Buyer” or “Assistant Buyer” (Personnel working at the campuses are not Buyers)
   • Bid Recap – A Bid Recapitulation is a sheet used to summarize the quotes received by a Requestor.
   • PO – Purchase Order
   • PROMT – Peralta Real-time Online Management Technologies (PeopleSoft computer system).
   • Requestor or Requisitioner – District/College personnel authorized to initiate a purchase requisition.
6. STEPS REQUIRED FOR REQUESTING PURCHASE ORDERS

**Step 1: Request**
End users request item(s) for purchase.

**Step 2: Research**
- Identify vendors.
- For new vendors, have the vendor complete a Vendor Application and W-9, then forward them to the Purchasing Assistant.
- Obtain pricing and delivery date from vendor:
  - For purchases greater than $2,500 and under $10,000, only one written quote is required;
  - for purchases between $10,000 up to $76,700, three written quotes are required.
- Obtain the budget code for the purchase.

**Step 3: Entry In PROMT**
Enter a Requisition in PROMT.

**Step 4: Submit Paperwork**
Forward quote(s), Bid Recap form, and all backup documentation to the Buyer.

**Step 5: Purchase Order**
Purchasing issues a PO to the vendor (and notifies requisitioner if there is a problem).

**Step 6: Confirmation**
Within 10 days of entering a requisition, look it up in PROMT to confirm that it shows as “Dispatched,” which means that a PO has been issued.
7. **STEP 1: REQUEST**

Work with the responsible budget Manager and the designated Requisitioner (for your department) to make sure you have the budget and approval for the purchase. If a designated Requisitioner enters the requisitions for your department, make sure you do the following:

7.1 **Specify Items**

When requesting item(s) for purchase, always provide specific information about each of the items so that you receive exactly what you want. When POs are issued, both Purchasing and the vendor see only the description entered in PROMT, so be sure to know and provide the exact specifications of what you want, such as the manufacturer make and model number, size, quantity, and any additional equipment or accessories that you require.

7.2 **Plan Ahead**

When requesting purchases, be sure to allow adequate time for delivery, typically 45 to 60 days. Purchases prior to the fiscal year end must be made further in advance to ensure delivery in the proper fiscal year, or they must be resubmitted and reprocessed the following fiscal year.

8. **STEP 2: RESEARCH**

8.1 **Identify Vendors**

Find vendors that sell the item(s) that you want and select the lowest price vendor who can provide the quality and delivery schedule for the item you want to purchase. When working with vendors:

- Utilize local vendors to the greatest extent possible.
- Use the vendor’s website to get the most up-to-date pricing and information.
- Work with the vendor representative to negotiate a better price. Get the quote in writing.
- Let them know that we are an educational organization; they often offer discounts.
- Remember to add taxes and shipping to the price. Shipping charges (if any) must be entered as a separate line item. Confirm with the vendor to see if shipping charges are also taxable. Depending on mode of transportation some shipping charges are not taxable.
- Ask whether they will waive shipping fees, especially if the District exceeds a dollar amount with them.
- **Do not** make a commitment to a vendor. Actual ordering is only done when Purchasing has issued a PO and faxed the order to the vendor.

8.2 **New Vendors**

To determine whether a vendor is new to the District, look them up in PROMT. Be sure to use all possible variations of the vendor name when searching PROMT to avoid selecting the wrong vendor or adding a duplicate vendor.
If you see multiple vendor numbers for the same company or if any vendor or contact information has changed, contact Purchasing.

If the vendor is not already in PROMT, it is a new vendor. For new vendors, do the following:

- Have the vendor complete a Vendor Application and W-9 (available from Purchasing).
- Forward the completed Vendor Application and W-9 to Purchasing. Purchasing must enter the new vendor into PROMT before you can initiate a requisition.

8.3 **Obtain Pricing and a Delivery Date from the Vendor**

Work with the vendor to obtain pricing and a delivery date. Always make sure the quote includes taxes (if applicable), shipping (if applicable), and all other fees or auxiliary charges. The below table summarizes the documentation requirements for various purchases:

<table>
<thead>
<tr>
<th>For Purchases:</th>
<th>Required Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under $2,500</td>
<td>Only a verbal quote is required (written quote is preferred).</td>
</tr>
<tr>
<td>Between $2,500 and under $10,000</td>
<td>- You must obtain a written quote from the vendor.</td>
</tr>
<tr>
<td></td>
<td>- If you choose to obtain more than one written quote, you must select the vendor with</td>
</tr>
<tr>
<td></td>
<td>the lowest price quote and complete a Bid Recapitulation Sheet (available from</td>
</tr>
<tr>
<td></td>
<td>Purchasing), which summarizes the quotes.</td>
</tr>
<tr>
<td>Between $10,000 up to $76,700 (or</td>
<td>- You must obtain <strong>three written</strong> quotes from vendors.</td>
</tr>
<tr>
<td>the current bid threshold)</td>
<td>- You must select the vendor with the lowest price quote and complete a Bid Recapitulation</td>
</tr>
<tr>
<td></td>
<td>Sheet (available from Purchasing), which summarizes the quotes.</td>
</tr>
<tr>
<td>Over $76,700</td>
<td>You must contact the Purchasing Department to conduct a formal bid with specifications</td>
</tr>
<tr>
<td>(or the current bid threshold)</td>
<td>you provide.</td>
</tr>
</tbody>
</table>

8.4 **Obtain the Budget Code for the Purchase**

Check with your budget manager to:

- Identify the proper budget account code to which your purchase will be charged.
- Verify that the budget account has adequate funding to cover the total expense of the purchase (including taxes, shipping, etc.).
9. **STEP 3: ENTRY IN PROMT**

For step-by-step procedures on how to generate a requisition in the PROMT system, refer to the *Business Process Document*—Creating Requisitions in the PROMT System, listed in the REFERENCES section (available from Purchasing).

Create a requisition in PROMT by entering the following information:

- **Vendor**—Select the correct vendor in PROMT by confirming that the company location listed the quote matches the company information in PROMT.

- **Select Buyer**—Select the correct Buyer for your purchase. The current Buyer listing is available on the Purchasing’s Website, under “Contact Information”, or you can contact the Purchasing Department (or your Business Office), to ask who the current Buyer is for your College and/or the District Administrative Center.

  NOTE: If the purchase is for Measure A items, make sure you select the current Measure A Buyer for that purchase.

- **Item(s)**—Be specific and enter each item as a separate line item in PROMT. When POs are issued, both Purchasing and the vendor see only the description entered in PROMT, so be sure to provide the exact specifications of what you want, such as the manufacturer make and model number, size, quantity, and any additional equipment or accessories that you require. Also include the end-user's name in the description field for the product you are requesting to buy. This will allow your college's Storekeeper to know where to deliver the product. For example "End-user: Ms. Jane Smith".

- **Pricing including all taxes, shipping, etc.**

  **Taxes**—Make sure you code each line item (of your requisition), as either taxable or non-taxable. You can not enter taxable and non-taxable items on the same line item in PROMT.

  **Shipping**—If the vendor charges for shipping, then ask the vendor if the shipping charge is taxable and enter shipping as a separate line item in the PROMT. Make sure to code shipping as either taxable or non-taxable (per the vendor’s instruction).

  Note: If shipping is free, indicate this in the description field for the product you are requesting to buy, by indicating "free shipping". Do not generate a separate line item for free shipping as this causes problems in PROMT.

- **Delivery**—Ship To Location

  All items should be shipped to the District Warehouse unless special circumstances exist and arrangements have been made with the vendor and the District Buyer. Only hazardous materials (which the District cannot legally transport), live specimens, and extremely heavy items (requiring a large forklift to move) are allowed to be shipped directly to the colleges, with prior coordination with the Buyer and Warehouse Supervisor. If the item is going to be shipped directly to the campus, the Buyer must be notified and once the items have been received by the campus, the Requestor is to notify...
the Warehouse Supervisor, so that the Warehouse can mark the items as received in the PROMT system.

- Budget Account Code – Enter the correct budget account code for each line item in PROMT.

NOTES:

- PROMT routes requisitions to the responsible Manager/Dean and then to the Business/District Manager for approval. Purchasing cannot view requisitions until all approvals are complete in the system.

- After the second level manager approves a requisition in PROMT, PROMT automatically generates a PO number for tracking purposes and emails it to the Requisitioner. However, a PO number in the system does NOT mean that a PO has been issued to the vendor. District Purchasing will issue the PO to the vendor, and once issued, the “PO Status” in PROMT will be displayed as “Dispatched.”

10. STEP 4: SUBMIT PAPERWORK

10.1 Purchases under $2,500

No written quote is required for purchases under $2,500. However, if you have written vendor quotes or any other backup documentation, you can forward it to Purchasing via Inter-Office Mail.

10.2 Purchases $2,500 and under $10,000

Purchasing cannot process purchases $2,500 or above without a written quote. Only one quote is required, but you can obtain more at your option. Paperwork requirements for purchases $2,500 or above depend on how many quotes you obtained and are as follows:

- One quote: For purchases $2,500 and under $10,000, one written quote from a vendor is required. Immediately after entering the requisition in PROMT, forward the written quote along with the requisition number and any other backup documentation to Purchasing via Inter-Office Mail or Fax.

- More than one quote: If you have more than one written quote, you must select the vendor with the lowest price quote and complete a Bid Recapitulation Sheet (available from Purchasing), which summarizes the quotes. Immediately after entering the requisition in PROMT, forward the written quotes along with a Bid Recap Sheet, the requisition number, and any other backup documentation to Purchasing via Inter-Office Mail or Fax.

10.3 Purchases $10,000 up to $76,700 (or the current bid threshold)

Three written quotes are required. Immediately after entering the requisition in PROMT (for the lowest price quote), you must forward all three written quotes, along with a completed Bid Recapitulation Sheet, the requisition number, and any other backup documentation to Purchasing via Inter-Office Mail. Purchasing cannot process the PO without receiving the quotes and the Bid Recap Sheet.
11. STEP 5: PURCHASE ORDER

11.1 Purchasing’s Goal in Processing POs

The goal of the Purchasing Department is to process all POs within ten (10) business days of receipt. POs which have a valid budget and the proper backup documentation should be processed within three (3) business days of receipt, and all other POs which do not have proper backup documentation or valid budgets, should be processed within a ten (10) day time period.

11.2 Purchasing Issues a PO to the Vendor

Purchasing can see Requisitions in PROMT only after proper approvals from the responsible Manager/Dean and the Business/District Manager have been obtained in PROMT. Once Purchasing can see a requisition, Purchasing verifies the following items before issuing a PO:

- Budget-checks for sufficient funds in the budget account code that you entered.

- For purchases $2,500 up to $10,000, verifies receipt of a written quote from the Requestor and/or Vendor. If a Bid Recapitulation Sheet was received to summarize more than one quote, Purchasing compares the information to the quote and verify that the information on the sheet accurately reflects the quotes.

- For purchases $10,000 up to $76,700 (or the current bid threshold), Purchasing verifies receipt of three written quotes from the Requestor and a Bid Recapitulation Sheet. Purchasing will then compare the information from the quotes and verifies that the information on the Bid Recap Sheet accurately reflects the quotes.

When Purchasing issues a PO, its status shows as “Dispatched” in PROMT, and Purchasing faxes the PO directly to the vendor.

If there are any problems with the PO, Purchasing sends a notification (usually via email) to the Requisitioner and the Business Manager and does NOT issue a PO until the problem is resolved.

12. STEP 6: CONFIRMATION

Within ten days of entering a requisition, look it up in PROMT to confirm that a PO number has been issued, and that the “Status” shows as “Dispatched”. If the status shows Dispatched, this means Purchasing has processed the PO and has faxed it to the Vendor. If it shows “Pending” and you open the requisition and it states “No Documents”, this means the Requisition has not yet been approved by the second level manager. Contact your second level manager (i.e., Business Manager for your college or District Vice Chancellor) and request that they approve your Requisition. After the second level manager has approved the Requisition, wait for 2-4 hours and recheck the status. If it fails to show as “Approved”, then contact the IT Department to report the problem.

13. ATTACHMENTS

None.
Routing of “Payto” Invoice Requisitions and Invoices

1. PURPOSE
To provide procedures for routing of “Payto” Invoice Requisitions and their accompanying Invoices.

2. SCOPE
This procedure applies to all District personnel who generate Invoice Requisitions for the payment of an invoice.

3. OVERVIEW
Peralta’s Purchasing Policies follow the Board approved Purchasing Procedures, Public Contract Code, Education Code, and the laws of the State of California. The District’s Purchasing Policy requires that a Purchase Order be issued for all Goods and Services. No purchases shall be made except as provided by California laws, Board polices, and Peralta Community College District’s (PCCD) procedures for purchasing.

Only officers or employees expressly authorized by Board policy and procedures shall make any purchase, or enter into any contract for the purchase of goods, supplies and services on behalf of the District. Any purchase or contract made in violation of Board policy or PCCD’s procedures is void and not binding on the District. Any person who is not authorized to make purchases for the District and who engages in malfeasance may be personally liable for such action.

Standard Purchase Orders are required before purchasing of all goods. Invoice Requisitions are after-the-fact type of purchase requisitions, to pay for specific types of services. Only the purchases of Travel Expenses, Utility Bills, Service Invoices (under $600), Petty Cash Reimbursement (for the Bursar’s Office), and Professional Services purchased under the District’s Independent Contractor/Consultant Service Contract, are allowed to be purchased under Invoice Requisitions. All other purchases, including the purchase of goods, must be purchased via the District Standard Purchase Order process.

4. REFERENCES
4.1 Peralta Community College District — Purchasing Procedures
4.2 Board Policy Section 6.31 — Procurement of Supplies, Equipment, Furniture, Construction Repairs, and Maintenance Services
4.3 SOP09 — Requesting a Purchase Order for Goods
4.4 PowerPoint Presentation — Overview of Purchasing Policies & Procedures
4.5 State of California Public Contract Code — Sections 20650-20660
4.6 State of California Education Code — Part 49 Commencing with Section 81000

5. DEFINITIONS AND ABBREVIATIONS
- A/P – Accounts Payable
- Buyer – District personnel working in the Purchasing Department whose formal job title is “Buyer” or “Assistant Buyer”. (Personnel working at the campuses are not Buyers.)
• End-User – A District employee who receives a product or service.
• ICC – Independent Contractor/Consultant Service Contract. A contract used in lieu of a formal contract for services over $600.
• Invoice – An official document from a vendor requesting payment for a good or service provided to the District.
• Invoice Requisition – A requisition generated for a service that has already been rendered to the District/College, and for which the invoice has already been forwarded to the end-user. The end-user generates an Invoice Requisition in order for an after-the-fact Purchase Order to be issued for payment of the service.
• Payto – The informal name for an Invoice Requisition.
• PO – (Purchase Order) The District’s official paperwork issued to a vendor authorizing a vendor to sell/supply a product/service, in return for payment.
• PROMT – (Peralta Real-time Online Management Technologies) The District’s PeopleSoft computer system used for generating requisitions, purchase orders and payment vouchers.
• Requestor – District/College personnel authorized to initiate a purchase requisition for a good or service.

6. PROCESSING OF INVOICE REQUISITIONS
The District's purchasing activities must pass State audits and other required reviews, and therefore must be conducted in an efficient, systematic, professional, and businesslike manner at all times. The purchasing of Goods by end-users and then forwarding an invoice to Accounts Payable for payment, is strictly prohibited.

This procedure only outlines the routing procedure for Invoice Requisitions (informally known as Payto’s), and it accompanying Invoice. For a detailed explanation on how to purchase Goods, review the District’s Purchasing Procedures (available on the Purchasing website), and review SOP09 — Requesting a Purchase Order for Goods.

6.1 Types of Invoice Requisitions and Processing Procedures
The District has five (5) distinct types of Invoice Requisitions (Payto’s) that it utilizes. Travel Expense Requisitions, Utility Requisitions, Service Invoice Requisitions (under $600), and Petty Cash Requisitions, should be forwarded Directly to Accounts Payable for processing. Only ICC Invoice Requisitions must be forwarded to the Purchasing Department for Processing. The District does not purchase any Goods under Invoice Requisitions (Paytos). Below is an explanation of each type of Invoice Requisition and the processing associated with each:

• Travel Expense Requisition — This type of requisition is used by end-users to request reimbursement for travel expenses, such as, mileage reimbursement, airfare, and lodging services. Travel Expense Requisitions (and accompanying backup documentation) should be forwarded directly to the Accounts Payable staff (and not the Purchasing Department) for processing.

• Utility Requisition — This type of requisition is used only for processing utility bills, such as, water, sewer, gas, electricity, and telephone bills. Utility Requisitions (and accompanying approved and signed off Invoices by the budget responsible manager)
should be forwarded directly to the Accounts Payable staff (and not the Purchasing Department) for processing.

- **Service Invoice Requisition (under $600)** — This type of requisition is used to purchase one-time professional services under $600. (An example of this type of service is payment for professional models for the college’s Art Department.) This requisition requires an accompanying “Payment For Services – Not To Exceed $600” form approved by the first and second level Manager. The invoice for this service must be approved by College’s Business Manager or the budget responsible District Manager, and forwarded to Accounts Payable. Service Invoice Requisitions under $600 (and accompanying backup documentation) should be forwarded directly to the Accounts Payable staff (and not the Purchasing Department) for processing.

- **(College’s Bursar’s Office) Petty Cash Requisition** — This type of requisition is used only by the College Bursar’s Office to request petty cash replenishment for the Bursar Office. No one other than the Bursar’s Office should be generating Petty Cash Requisitions. It is not for end-users to buy items and then ask to be reimbursed. Petty Cash Requisitions (and accompanying backup documentation) should be forwarded directly to the Accounts Payable staff (and not the Purchasing Department) for processing.

- **ICC Invoice Requisition** — This type of requisition is used to purchase professional services over $600 and up to $25,000 for general funds purchases, and up to $76,700 (or adjusted annually by the Price Deflation Index), for bond fund purchases. All purchases must be set up under the District’s Independent Contractor/Consultant Service Contract (ICC). The ICC must be approved by the College President or Vice Chancellor, the Vice Chancellor of Financial Services, and the Chancellor, prior to the purchase of the service.

  Note: A new ICC is required for each fiscal year for services over $600. If the ICC is over $25,000, for general funds purchases, and over $76,700 (or adjusted annually by the Price Deflation Index), for bond fund purchases, then the ICC will need Board approval prior to the issuance of a Purchase Order. It is the responsibility of the budget responsible department (for the service), to obtain Board approval for all ICCs that require Board approval. The District Finance Department tracks all ICCs for proper Board approval and only logs approved ICC in the ICC log.

  ICC Invoice Requisitions require special processing as follows:

  o **Step 1** - Obtain the appropriate signatures on the ICC and forward the original to the District Finance Department. Once approved Finance will list the approved ICC in the ICC log.

  o **Step 2** - Generate the Invoice Requisition in PROMT for the approved ICC and forward to the District Purchasing Department for Processing. Purchasing will receive a copy of the ICC (from Finance) and review the ICC log and process all approved ICC requisitions/purchase orders.

  o **Step 3** Forward the approved Invoice signed off by the budget responsible College Business Manager or a District Manager to Accounts Payable for payment.
6.2 **Sales Taxes on Service Invoice Requisitions**

In the procurement of Services, sometimes services have some incidental Goods as part of the purchase. The Goods are only incidental, but must be itemized on the Invoice Requisition, so that the District Accounts Payable Staff is able to correctly document the taxes paid in connection with this service. For example: A vendor who comes in to service a copier may invoice the District for a part associated with the service call. That part is taxable and must be itemized on the requisition, and coded as taxable in the PROMT system.

The District’s Accounts Payable Department reports all Sales and Use Taxes to the State Board of Equalization, so it is imperative that the District tracks all taxes on Invoice Requisitions. When generating an Invoice Requisition, the end-user must correctly identify what items are taxable, and must correctly mark those items as taxable in the PROMT system.

7. **PURCHASING OF GOOD**

**Goods Purchases Are Not Allowed Under (Payto) Invoices Requisitions**, (with the exception of some incidental goods purchased under Service Invoice Requisitions). All goods must be purchased through the District Purchasing Department with an approved Purchase Order. Any employee/end-user who purchases Goods and submits an invoice expecting to be reimbursed is violating the District’s Purchasing Policies and may be liable for the purchase. To purchase Goods, submit an approved requisition for the items, and the District Purchasing Department will issue a Purchase Order to the Vendor (see SOP09 — *Requesting a Purchase Order for Goods*).

The District understands that in some instances there is a need for last minute purchases, and can set up Open Accounts with selected vendors for these last minute emergency purchases. These Open Accounts must be set up prior to the purchase, and are on case-by-case basis, and require coordination with the budget responsible department. Please contact the Purchasing Department if you are interested in setting up a specific Open Account Purchase Order.

8. **ATTACHMENTS**

None.
RE: VENDOR APPLICATION

Dear Interested Vendor:

The Peralta Community College District wants to ensure contracting opportunities to all qualified Vendors in our community. Enclosed, please find a Vendor Application, a Commodity/Class ID Listing, and a W-9 Form. We ask that you complete the Vendor Application along with the Commodity/Class ID Listing, and the W-9 Form, and submit them to our purchasing department to be processed.

This Vendor Application is a two (2) part process. Please either indicate the goods and/or services your company can supply by checking the appropriate boxes in the Commodity/Class Id Listing pages, or write the codes in box 10 of the Vendor Application.

If your company resides in the following six cities: Albany, Alameda, Berkeley, Emeryville, Oakland, or Piedmont, please contact the purchasing department or visit our website to download a copy of the District’s Small Local Business Enterprise (SLBE) program. Your company may qualify for a 5% bidding preference. If your company qualifies, please submit a copy of the SLBE Affidavit with your vendor application. Before any bid preference is granted to a vendor, the District must verify your SLBE status. The SLBE program forms can be downloaded at: www.peralta.edu, click on “Service Centers” then on “Purchasing”, then on “List of Current RFPs/Bids and Other Purchasing Documents” to view the District’s SLBE/SELBE program and Affidavit form.

Upon receipt of the completed Vendor Application (and or Commodity/Class ID Listing), and W-9 Form, the Purchasing Department will enter your firm’s name in our database so that we can contact you for future projects. No vendors will be setup without a completed Vendor Application and W-9 Form.

Sincerely,

Peralta Community College District
Purchasing Department
(510) 466-7225
Fax: (510) 587-7873

Enclosures
# VENDOR APPLICATION

<table>
<thead>
<tr>
<th>☐ New Application</th>
<th>☐ Change Application</th>
<th>Date:</th>
</tr>
</thead>
</table>

## 1. MAIN ADDRESS  
(Legal Name and Address of Entity)

<table>
<thead>
<tr>
<th>Phone:</th>
<th>Fax:</th>
</tr>
</thead>
</table>

Phone: ____________________________
Fax: ____________________________

<table>
<thead>
<tr>
<th>Email:</th>
<th>Website:</th>
</tr>
</thead>
</table>

Email: ____________________________
Website: ____________________________

## 2. REMIT to ADDRESS  
(Mailing Address for Payments COMPLETE ONLY IF DIFFERENT FROM MAIN ADDRESS)

<table>
<thead>
<tr>
<th>Phone:</th>
<th>Fax:</th>
</tr>
</thead>
</table>

Phone: ____________________________
Fax: ____________________________

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<thead>
<tr>
<th>Email:</th>
<th>Website:</th>
</tr>
</thead>
</table>

Email: ____________________________
Website: ____________________________

## 3. CONTACT INFORMATION  
(All Purchase Orders Will Be Faxxed and or Mailed to the Sales (Primary) Contact.)

<table>
<thead>
<tr>
<th>Contacts</th>
<th>Name/Title</th>
<th>Email</th>
<th>Telephone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales (Primary):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales (Secondary):</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>President/VP:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Contact:</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

## 4. TYPE of FIRM (Check One)

- ☐ Goods Only (Taxable)  ☐ Services Only (Non-Taxable)  ☐ Good and Services

## 5. TYPE of ORGANIZATION (Check One)

- ☐ Sole Proprietorship  ☐ Partnership  ☐ Corporation  ☐ Limited Liability Corporation  ☐ Non Profit or Church

## 6. TAX INFORMATION  
(Check One and Provide Number)

- ☐ Federal Tax ID ________-_____________________
- ☐ Social Security Number _________-_________-____________

## 7. TYPE of CONTRACTOR (Please specify the type that best depicts your company.  ONLY Check One TYPE.)

- ☐ A & E  ☐ Advertising  ☐ Asphalt/Concr  ☐ Automobile  ☐ Construction
- ☐ Consultant  ☐ Electrical  ☐ Electronics  ☐ Employee/Student  ☐ General Contractor
- ☐ Goods  ☐ Hardware  ☐ Instrumentatio  ☐ Mechanical  ☐ Painter
- ☐ Plumber  ☐ Printer/Copying  ☐ Roofer  ☐ Scientific  ☐ Security
- ☐ Service  ☐ Software  ☐ Surgical/Medic  ☐ Telecom  ☐ Temp Staffing
- ☐ Other _____________________________________

## 8. BUSINESS LICENSE NUMBERS  
(Provide your Business License Number and any Contractors License Numbers)

- ☐ Business License Number_____________ Expiration Date________________________
- ☐ California Contractor Number_____________ Expiration Date________________________
- ☐ Other _____________________________________ Expiration Date________________________

## 9. CERTIFICATIONS  
(Does your business qualify under PCCD’s Small Local Business Enterprise Program.  See program guidelines.)

- ☐ Yes  ☐ I am a SLBE (Small Local Business Enterprise)  ☐ Yes, I am SELBE (Small Local Emerging Business Enterprise)  ☐ None

## 10. NIGP CODES  
(Please review the attached Commodity Class ID listings and write in below the Code(s) that best suit your company.)

Codes: ____________________________________________

I HEREBY CERTIFY THAT INFORMATION SUPPLIED HEREIN IS CORRECT,

<table>
<thead>
<tr>
<th>Signature</th>
<th>Name/Title</th>
<th>Date</th>
</tr>
</thead>
</table>

Revised 3-2-10
Please indicate which products and/or services your company can supply by checking the appropriate box(es). Upon receipt of both the Vendor Application and the completed Commodity/Class ID Listing, the Purchasing Division will send a detailed item list for each Commodity Category selected.

**Commodity/Class ID Listing**

<table>
<thead>
<tr>
<th>Class</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>005</td>
<td>ABRASIVES</td>
</tr>
<tr>
<td>010</td>
<td>ACOUSTICAL TILE, INSULATING MATERIALS, AND SUPPLIES</td>
</tr>
<tr>
<td>015</td>
<td>ADDRESSING, COPYING, MIMEOGRAPH, AND SPIRIT DUPLICATING MACHINE SUPPLIES: CHEMICALS, INKS, PAPER, ETC.</td>
</tr>
<tr>
<td>019</td>
<td>AGRICULTURAL CROPS AND GRAINS INCLUDING FRUITS, MELONS, NUTS, AND VEGETABLES</td>
</tr>
<tr>
<td>020</td>
<td>AGRICULTURAL EQUIPMENT, IMPLEMENTS, AND ACCESSORIES (SEE CLASS 022 FOR PARTS)</td>
</tr>
<tr>
<td>022</td>
<td>AGRICULTURAL IMPLEMENT AND ACCESSORY PARTS</td>
</tr>
<tr>
<td>025</td>
<td>AIR COMPRESSORS AND ACCESSORIES</td>
</tr>
<tr>
<td>031</td>
<td>AIR CONDITIONING, HEATING, AND VENTILATING: EQUIPMENT, PARTS AND ACCESSORIES (SEE RELATED ITEMS IN CLASS 740)</td>
</tr>
<tr>
<td>035</td>
<td>AIRCRAFT AND AIRPORT, EQUIPMENT, PARTS, AND SUPPLIES</td>
</tr>
<tr>
<td>037</td>
<td>AMUSEMENT, DECORATIONS, ENTERTAINMENT, TOYS, ETC.</td>
</tr>
<tr>
<td>040</td>
<td>ANIMALS, BIRDS, MARINE LIFE, AND POULTRY, INCLUDING ACCESSORY ITEMS (LIVE)</td>
</tr>
<tr>
<td>045</td>
<td>APPLIANCES AND EQUIPMENT, HOUSEHOLD TYPE</td>
</tr>
<tr>
<td>050</td>
<td>ART EQUIPMENT AND SUPPLIES</td>
</tr>
<tr>
<td>052</td>
<td>ART OBJECTS</td>
</tr>
<tr>
<td>055</td>
<td>AUTOMOTIVE ACCESSORIES FOR AUTOMOBILES, BUSES, TRUCKS, ETC.</td>
</tr>
<tr>
<td>060</td>
<td>AUTOMOTIVE MAINTENANCE ITEMS AND REPAIR/REPLACEMENT PARTS</td>
</tr>
<tr>
<td>065</td>
<td>AUTOMOTIVE BODIES, ACCESSORIES, AND PARTS</td>
</tr>
<tr>
<td>070</td>
<td>AUTOMOTIVE VEHICLES AND RELATED TRANSPORTATION EQUIPMENT</td>
</tr>
<tr>
<td>075</td>
<td>AUTOMOTIVE SHOP EQUIPMENT AND SUPPLIES</td>
</tr>
<tr>
<td>080</td>
<td>BADGES, EMBLEMS, NAME TAGS AND PLATES, JEWELRY, ETC.</td>
</tr>
<tr>
<td>085</td>
<td>BAGS, BAGGING, TIES, AND EROSION CONTROL EQUIPMENT</td>
</tr>
<tr>
<td>090</td>
<td>BAKERY EQUIPMENT, COMMERCIAL</td>
</tr>
<tr>
<td>095</td>
<td>BARBER AND BEAUTY SHOP EQUIPMENT AND SUPPLIES</td>
</tr>
<tr>
<td>100</td>
<td>BARRELS, DRUMS, KEGS, AND CONTAINERS</td>
</tr>
<tr>
<td>105</td>
<td>BEARINGS (EXCEPT WHEEL BEARINGS AND SEALS -SEE CLASS 060)</td>
</tr>
<tr>
<td>110</td>
<td>BELTS AND BELTING: AUTOMOTIVE AND INDUSTRIAN</td>
</tr>
<tr>
<td>115</td>
<td>BIOCHEMICALS, RESEARCH</td>
</tr>
<tr>
<td>120</td>
<td>BOATS, MOTORS, AND MARINE AND WILDLIFE SUPPLIES</td>
</tr>
<tr>
<td>125</td>
<td>BOOKBINDING SUPPLIES</td>
</tr>
<tr>
<td>135</td>
<td>BRICKS AND OTHER CLAY PRODUCTS, REFRACTORY MATERIALS, AND STONE PRODUCTS</td>
</tr>
<tr>
<td>140</td>
<td>BROOM, BRUSH, AND MOP MANUFACTURING MACHINERY AND SUPPLIES</td>
</tr>
<tr>
<td>145</td>
<td>BRUSHES (NOT OTHERWISE CLASSIFIED)</td>
</tr>
<tr>
<td>150</td>
<td>BUILDER'S SUPPLIES</td>
</tr>
<tr>
<td>155</td>
<td>BUILDINGS AND STRUCTURES: FABRICATED AND PREFABRICATED</td>
</tr>
<tr>
<td>160</td>
<td>BUTCHER SHOP AND MEAT PROCESSING EQUIPMENT</td>
</tr>
<tr>
<td>165</td>
<td>CAFETERIA AND KITCHEN EQUIPMENT, COMMERCIAL</td>
</tr>
<tr>
<td>175</td>
<td>CHEMICAL LABORATORY EQUIPMENT AND SUPPLIES</td>
</tr>
</tbody>
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<td>929</td>
<td>EQUIPMENT MAINTENANCE, RECONDITIONING, AND REPAIR SERVICES - AGRICULTURAL, and HEAVY INDUSTRIAL EQUIPMENT</td>
</tr>
</tbody>
</table>
Please indicate which products and/or services your company can supply by checking the appropriate box(es). Upon receipt of both
the Vendor Application and the completed Commodity/Class ID Listing, the Purchasing Division will send a detailed item list for each
Commodity Category selected.

Company Name: ________________________

<table>
<thead>
<tr>
<th>Class</th>
<th>Description</th>
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<tr>
<td>☐ 931</td>
<td>EQUIPMENT MAINTENANCE, RECONDITIONING, AND REPAIR SERVICES - APPLIANCE, ATHLETIC, CAFETERIA, FURNITURE, MUSICAL INSTRUMENTS, AND SEWING EQUIPMENT</td>
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<td>☐ 934</td>
<td>EQUIPMENT MAINTENANCE, RECONDITIONING, AND REPAIR SERVICES - LAUNDRY, LAWN, PAINTING, PLUMBING, AND SPRAYING EQUIPMENT</td>
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<td>☐ 936</td>
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<td>☐ 938</td>
<td>EQUIPMENT MAINTENANCE, RECONDITIONING, AND REPAIR SERVICES - HOSPITAL, LABORATORY, AND TESTING EQUIPMENT</td>
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<td>☐ 948</td>
<td>HEALTH RELATED SERVICES (FOR HUMAN SERVICES SEE CLASS 952)</td>
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<td>☐ 952</td>
<td>HUMAN SERVICES</td>
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<td>MANAGEMENT SERVICES</td>
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<td>☐ 959</td>
<td>MARINE CONSTRUCTION SERVICES; MARINE EQUIPMENT MAINTENANCE AND REPAIR; RELATED MARINE SERVICES</td>
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<td>☐ 961</td>
<td>MISCELLANEOUS SERVICES, NO. 1</td>
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<td>☐ 962</td>
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<td>☐ 965</td>
<td>PRINTING PREPARATIONS: ETCHING, PHOTOENGRAVING, AND PREPARATION OF MATS, NEGATIVES AND PLATES</td>
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<td>☐ 971</td>
<td>REAL PROPERTY RENTAL OR LEASE</td>
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<td>☐ 975</td>
<td>RENTAL OR LEASE SERVICES OF EQUIPMENT - AGRICULTURAL, AIRCRAFT, AUTOMOTIVE, HEAVY EQUIPMENT, AND MARINE EQUIPMENT</td>
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<tr>
<td>☐ 977</td>
<td>RENTAL OR LEASE SERVICES OF EQUIPMENT - APPLIANCES, CAFETERIA, FILM, FURNITURE, HARDWARE, MUSICAL, SEWING, AND WINDOW AND FLOOR COVERINGS</td>
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<td>☐ 979</td>
<td>RENTAL OR LEASE SERVICES OF EQUIPMENT - ENGINEERING, HOSPITAL, LABORATORY, PRECISION INSTRUMENTS, REFRIGERATION, SCALES, AND TESTING EQUIPMENT</td>
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<tr>
<td>☐ 981</td>
<td>RENTAL OR LEASE OF EQUIPMENT - GENERAL EQUIPMENT</td>
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<tr>
<td>☐ 983</td>
<td>RENTAL OR LEASE SERVICES OF EQUIPMENT - CLOTHING, JANITORIAL, LAUNDRY, LAWN, PAINTING, SPRAYING, AND TEXTILE EQUIPMENT</td>
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<tr>
<td>☐ 984</td>
<td>RENTAL OR LEASE SERVICES OF COMPUTERS, DATA PROCESSING, AND WORD PROCESSING EQUIPMENT</td>
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<td>ROADSIDE, GROUNDS, RECREATIONAL AND PARK AREA SERVICES</td>
</tr>
<tr>
<td>☐ 989</td>
<td>SAMPLING AND SAMPLE PREPARATION SERVICES (FOR TESTING)</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
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<th>Description</th>
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<tr>
<td>990</td>
<td>SECURITY, FIRE, SAFETY, AND EMERGENCY SERVICES</td>
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<td>998</td>
<td>SALE OF SURPLUS &amp; OBSOLETE ITEMS</td>
</tr>
</tbody>
</table>
Form W-9

Request for Taxpayer Identification Number and Certification

Give form to the requester. Do not send to the IRS.

Read the instructions and fill out the form.

Name

Business name, if different from above

Check appropriate box: □ Individual/ □ Sole proprietor □ Corporation □ Partnership □ Other ► Exempt from backup withholding

Address (number, street, and apt. or suite no.)

City, state, and ZIP code

Requester’s name and address (optional)

List account number(s) here (optional)

Part I

Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. For individuals, this is your social security number (SSN).

However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3.

For other entities, it is your employer identification number (EIN). If you do not have a number, see How to get a TIN on page 3.

Note: If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Part II

Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and

2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and

3. I am a U.S. person (including a U.S. resident alien).

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply.

For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN. (See the instructions on page 4.)

Sign Here

Signature of U.S. person ►

Date ►

Purpose of Form

A person who is required to file an information return with the IRS, must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

U.S. person. Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),

2. Certify that you are not subject to backup withholding, or

3. Claim exemption from backup withholding if you are a U.S. exempt payee.

Note: If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester’s form if it is substantially similar to this Form W-9.

Foreign person. If you are a foreign person, use the appropriate Form W-8 (see Pub. 515, Withholding of Tax on Nonresident Aliens and Foreign Entities).
Example. Article 20 of the U.S.-China income tax treaty allows an exemption from tax for scholarship income received by a Chinese student temporarily present in the United States. Under U.S. law, this student will become a resident alien for tax purposes if his or her stay in the United States exceeds 5 calendar years. However, paragraph 2 of the first Protocol to the U.S.-China treaty (dated April 30, 1984) allows the provisions of Article 20 to continue to apply even after the Chinese student becomes a resident alien of the United States. A Chinese student who qualifies for this exception (under paragraph 2 of the first protocol) and is relying on this exception to claim an exemption from tax on his or her scholarship or fellowship income would attach to Form W-9 a statement that includes the information described above to support that exemption.

If you are a nonresident alien or a foreign entity not subject to backup withholding, give the requester the appropriate completed Form W-8.

What is backup withholding? Persons making certain payments to you must under certain conditions withhold and pay to the IRS 30% of such payments (29% after December 31, 2003; 28% after December 31, 2005). This is called "backup withholding." Payments that may be subject to backup withholding include interest, dividends, broker and barter exchange transactions, rents, royalties, nonemployee pay, and certain payments from fishing boat operators. Real estate transactions are not subject to backup withholding.

You will not be subject to backup withholding on payments you receive if you give the requester your correct TIN, make the proper certifications, and report all your taxable interest and dividends on your tax return.

Payments you receive will be subject to backup withholding if:

1. You do not furnish your TIN to the requester, or
2. You do not certify your TIN when required (see the Part II instructions on page 4 for details), or
3. The IRS tells the requester that you furnished an incorrect TIN, or
4. The IRS tells you that you are subject to backup withholding because you did not report all your interest and dividends on your tax return (for reportable interest and dividends only), or
5. You do not certify to the requester that you are not subject to backup withholding under 4 above (for reportable interest and dividend accounts opened after 1983 only).

Certain payees and payments are exempt from backup withholding. See the instructions below and the separate Instructions for the Requester of Form W-9.

Penalties
Failure to furnish TIN. If you fail to furnish your correct TIN to a requester, you are subject to a penalty of $50 for each such failure unless your failure is due to reasonable cause and not to willful neglect.

Civil penalty for false information with respect to withholding. If you make a false statement with no reasonable basis that results in no backup withholding, you are subject to a $500 penalty.

Criminal penalty for falsifying information. Willfully falsifying certifications or affirmations may subject you to criminal penalties including fines and/or imprisonment.

Misuse of TINs. If the requester discloses or uses TINs in violation of Federal law, the requester may be subject to civil and criminal penalties.

Specific Instructions
Name
If you are an individual, you must generally enter the name shown on your social security card. However, if you have changed your last name, for instance, due to marriage without informing the Social Security Administration of the name change, enter your first name, the last name shown on your social security card, and your new last name.

If the account is in joint names, list first, and then circle, the name of the person or entity whose number you entered in Part I of the form.

Sole proprietor. Enter your individual name as shown on your social security card on the “Name” line. You may enter your business, trade, or “doing business as (DBA)” name on the “Business name” line.

Limited liability company (LLC). If you are a single-member LLC (including a foreign LLC with a domestic owner) that is disregarded as an entity separate from its owner under Treasury regulations section 301.7701-3, enter the owner’s name on the “Name” line. Enter the LLC’s name on the “Business name” line.

Other entities. Enter your business name as shown on required Federal tax documents on the “Name” line. This name should match the name shown on the charter or other legal document creating the entity. You may enter any business, trade, or DBA name on the “Business name” line.

Note: You are requested to check the appropriate box for your status (individual/sole proprietor, corporation, etc.).

Exempt From Backup Withholding
If you are exempt, enter your name as described above and check the appropriate box for your status, then check the “Exempt from backup withholding” box in the line following the business name, sign and date the form.

Generally, individuals (including sole proprietors) are not exempt from backup withholding. Corporations are exempt from backup withholding for certain payments, such as interest and dividends.

Note: If you are exempt from backup withholding, you should still complete this form to avoid possible erroneous backup withholding.

Exempt payees. Backup withholding is not required on any payments made to the following payees:

1. An organization exempt from tax under section 501(a), any IRA, or a custodial account under section 403(b)(7) if the account satisfies the requirements of section 401(f)(2);
2. The United States or any of its agencies or instrumentalities;
3. A state, the District of Columbia, a possession of the United States, or any of their political subdivisions or instrumentalities;
4. A foreign government or any of its political subdivisions, agencies, or instrumentalities; or
5. An international organization or any of its agencies or instrumentalities.

Other payees that may be exempt from backup withholding include:

6. A corporation;
7. A foreign central bank of issue;
8. A dealer in securities or commodities required to register in the United States, the District of Columbia, or a possession of the United States;
Part I. Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. If you are a resident alien and you do not have and are not eligible to get an SSN, your TIN is your IRS individual taxpayer identification number (ITIN). Enter it in the social security number box. If you do not have an ITIN, see How to get a TIN below.

If you are a sole proprietor and you have an EIN, you may enter either your SSN or EIN. However, the IRS prefers that you use your SSN.

If you are a single-owner LLC that is disregarded as an entity separate from its owner (see Limited liability company (LLC) on page 2), enter your SSN (or EIN, if you have one). If the LLC is a corporation, partnership, etc., enter the entity’s EIN.

Note: See the chart on page 4 for further clarification of name and TIN combinations.

How to get a TIN. If you do not have a TIN, apply for one immediately. To apply for an SSN, get Form SS-5, Application for a Social Security Card, from your local Social Security Administration office or get this form on-line at www.ssa.gov/online/ss5.html. You may also get this form by calling 1-800-772-1213. Use Form W-7, Application for IRS Individual Taxpayer Identification Number, to apply for an ITIN, or Form SS-4, Application for Employer Identification Number, to apply for an EIN. You can get Forms W-7 and SS-4 from the IRS by calling 1-800-TAX-FORM (1-800-829-3676) or from the IRS Web Site at www.irs.gov.

If you are asked to complete Form W-9 but do not have a TIN, write "Applied For" in the space for the TIN, sign and date the form, and give it to the requester. For interest and dividend payments, and certain payments made with respect to readily tradable instruments, generally you will have 60 days to get a TIN and give it to the requester before you are subject to backup withholding on payments. The 60-day rule does not apply to other types of payments. You will be subject to backup withholding on all such payments until you provide your TIN to the requester.

Note: Writing “Applied For” means that you have already applied for a TIN or that you intend to apply for one soon.

Caution: A disregarded domestic entity that has a foreign owner must use the appropriate Form W-8.
Part II. Certification

To establish to the withholding agent that you are a U.S. person, or resident alien, sign Form W-9. You may be requested to sign by the withholding agent even if items 1, 3, and 5 below indicate otherwise.

For a joint account, only the person whose TIN is shown in Part I should sign (when required). Exempt recipients, see Exempt from backup withholding on page 2.

Signature requirements. Complete the certification as indicated in 1 through 5 below.

1. Interest, dividend, and barter exchange accounts opened before 1984 and broker accounts considered active during 1983. You must give your correct TIN, but you do not have to sign the certification.

2. Interest, dividend, broker, and barter exchange accounts opened after 1983 and broker accounts considered inactive during 1983. You must sign the certification or backup withholding will apply. If you are subject to backup withholding and you are merely providing your correct TIN to the requester, you must cross out item 2 in the certification before signing the form.

3. Real estate transactions. You must sign the certification. You may cross out item 2 of the certification.

4. Other payments. You must give your correct TIN, but you do not have to sign the certification unless you have been notified that you have previously given an incorrect TIN. “Other payments” include payments made in the course of the requester's trade or business for rents, royalties, goods (other than bills for merchandise), medical and health care services (including payments to corporations), payments to a nonemployee for services, payments to certain fishing boat crew members and fishermen, and gross proceeds paid to attorneys (including payments to corporations).

5. Mortgage interest paid by you, acquisition or abandonment of secured property, cancellation of debt, qualified tuition program payments (under section 529), IRA or Archer MSA contributions or distributions, and pension distributions. You must give your correct TIN, but you do not have to sign the certification.

What Name and Number To Give the Requester

<table>
<thead>
<tr>
<th>For this type of account:</th>
<th>Give name and SSN of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Individual</td>
<td>The individual</td>
</tr>
<tr>
<td>2. Two or more individuals (joint account)</td>
<td>The actual owner of the account or, if combined funds, the first individual on the account</td>
</tr>
<tr>
<td>3. Custodian account of a minor (Uniform Gift to Minors Act)</td>
<td>The minor</td>
</tr>
<tr>
<td>a. The usual revocable savings trust (grantor is also trustee)</td>
<td>The grantor-trustee</td>
</tr>
<tr>
<td>b. So-called trust account that is not a legal or valid trust under state law</td>
<td>The actual owner</td>
</tr>
<tr>
<td>5. Sole proprietorship or single-owner LLC</td>
<td>The owner</td>
</tr>
<tr>
<td>6. Sole proprietorship or single-owner LLC</td>
<td>The owner</td>
</tr>
<tr>
<td>7. A valid trust, estate, or pension trust</td>
<td>Legal entity</td>
</tr>
<tr>
<td>8. Corporate or LLC electing corporate status on Form 8832</td>
<td>The corporation</td>
</tr>
<tr>
<td>9. Association, club, religious, charitable, educational, or other tax-exempt organization</td>
<td>The organization</td>
</tr>
<tr>
<td>10. Partnership or multi-member LLC</td>
<td>The partnership</td>
</tr>
<tr>
<td>11. A broker or registered nominee</td>
<td>The broker or nominee</td>
</tr>
<tr>
<td>12. Account with the Department of Agriculture in the name of a public entity (such as a state or local government, school district, or prison) that receives agricultural program payments</td>
<td>The public entity</td>
</tr>
</tbody>
</table>

1 List first and circle the name of the person whose number you furnish. If only one person on a joint account has an SSN, that person's number must be furnished.

2 Circle the minor's name and furnish the minor's SSN.

3 You must show your individual name, but you may also enter your business or “DBA” name. You may use either your SSN or EIN (if you have one).

4 List first and circle the name of the legal trust, estate, or pension trust. (Do not furnish the TIN of the personal representative or trustee unless the legal entity itself is not designated in the account title.)

Note: If no name is circled when more than one name is listed, the number will be considered to be that of the first name listed.

Privacy Act Notice

Section 6109 of the Internal Revenue Code requires you to provide your correct TIN to persons who must file information returns with the IRS to report interest, dividends, and certain other income paid to you, mortgage interest you paid, the acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA or Archer MSA. The IRS uses the numbers for identification purposes and to help verify the accuracy of your tax return. The IRS may also provide this information to the Department of Justice for civil and criminal litigation, and to cities, states, and the District of Columbia to carry out their tax laws. We may also disclose this information to other countries under a tax treaty, or to Federal and state agencies to enforce Federal nontax criminal laws and to combat terrorism.

You must provide your TIN whether or not you are required to file a tax return. Payers must generally withhold 30% of taxable interest, dividend, and certain other payments to a payee who does not give a TIN to a payer. Certain penalties may also apply.
Send Original to Account Payable.

☐ DISTRICT  Date _____________________________
☐ LANEY
☐ MERRITT
☐ BERKELEY CITY COLLEGE
☐ COLLEGE OF ALAMEDA

REQUEST FOR PAYMENT FROM ACCOUNTS PAYABLE FOR THE FOLLOWING SERVICE: (Not for District Employees)

For Services As:  ☐ Model   ☐ Interpreter   ☐ Lecturer   ☐ Athletic Official
☑ Child Care Provider   ☐ Other

Name

VENDOR NO. _____________________________

Address:

Phone No.

Payees Signature ____________________________________________

Checks will be mailed to the Remit To address on file in the Vendor Database.

PAYMENT INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dept.</th>
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<tr>
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<td>Services Provided</td>
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<td>Account Codes</td>
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<tr>
<td>Requisition Number</td>
<td>Invoice No.</td>
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</table>

FOR CAMPUS BUSINESS OFFICE ONLY

Authorized By  ☐ Administrator   ☐ Department or Division Manager

Signature

Print Name

APPROVED BY: ____________________________

(President/ Business Officer)
Peralta Community College District

Marketing, Public Relations, and Communications
Peralta Community College District

Planning and Budget Integration Model: Process and Committees
Peralta Planning and Budgeting Integration (PBI) Model

OVERVIEW (August 6, 2009)

On August 3, 2009, Chancellor Harris issued Administrative Procedure 2.20 to implement the Planning and Budgeting Integration model (PBIM). The PBIM’s purpose is to streamline the district-wide advisory and decision-making process. The revision was based on the recommendations of the Chancellor’s Working Group (CWG) – a task force representing the four colleges, Academic Senates, PFT, Classified Senates, Local 1021 and administrators – to improve the efficiency, effectiveness, timeliness and integration of the district-wide advisory committees. The process also fulfills the Strategic Plan vision of enhanced coordination and collaboration.

**Purpose**

The purpose of the PBI is to integrate planning and budgeting across the four colleges and district offices using a collaborative district-wide perspective.

**Strategic Plan**

The PBI is a foundational implementation step for the District-wide mission statement:

We are a collaborative community of colleges. Together, we provide educational leadership for the East Bay, delivering programs and services that sustainably enhance the region’s human, economic, environmental, and social development. We empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives. Together with our partners, we provide our diverse students and communities with equitable access to the educational resources, experiences, and life-long opportunities to meet and exceed their goals.

**Accreditation**

The PBI also is the core response to the Accreditation recommendation that the colleges and district offices collectively establish a coordinated planning and budgeting system.

**District-Wide Advisory Committees**

The PBI is an integrated district-wide planning and budget advisory system of four committees that receive planning inputs from the colleges and make recommendations to the Chancellor.
**Operating Principles**

The operating principles will guide the work of the PBI committees. These principles will be supported by specific implementing tools and procedures.

1. **Use a District-Wide Perspective:** The committees will focus on student success using a district-wide perspective to coordinate the strengths of the colleges.

2. **Use “Shared Agreement” to Create Effective Collaborative Solutions:** The committees will develop sound and balanced plans. The “shared agreement” decision model will support the success of each college in a coordinated district-wide strategy.

3. **Ensure Consistent Committee Engagement:** Committee members are expected to attend all meetings. To ensure consistency, alternates are not allowed. If a member misses three meetings, the PBC will request a replacement, but there can be one replacement per year.

4. **Commit to Process and Meeting Effectiveness:** The PBI committee meetings will start and end on time; use well-designed agendas; and balance deliberation with decision-making.

5. **Adhere to the Annual Integrated Calendar:** Each committee will perform its responsibilities according to the timelines set in the integrated planning-budgeting calendar.

6. **Provide Ongoing Two-Way Communication:** The process is structured around two-way communication between the colleges and the PBI committees; the subject matter committees and the Planning and Budgeting Council; and between the Chancellor/Board and the PBI process.

7. **Maintain a Transparent Process:** PBI meetings are open, with opportunities for comment provided. Minutes will be published on a timely basis. Committees can use a variety of methods to obtain additional input and communication, for example, inviting presenters, making site visits, listening sessions, meeting at the colleges, etc.

8. **Ensure the Official Advisory Capacity of the PBI:** Only formally appointed committee members can participate in official committee deliberations and decisions. Agendas will include time for non-member comments.

9. **Be Adaptive During the Implementation Phase:** The PBI process will be improved as needed during implementation. The first year will be reviewed by the CWG. The first term of membership is two-years to allow sufficient consistency for effective implementation.

**Implementation Roles**

Each committee will be led by a Chairperson and supported by a facilitation team. The committees also have co-chairs to provide input and guidance on process and agenda design. The chairs, co-chair, and facilitators are intended to work collaboratively to support an effective and efficient process.
Chair
In consultation with the co-chair, the chair has overall responsibility for the effective functioning of the committee. This includes overall process management, logistics and support materials, and general guidance and support.

Co-Chair
The co-chair will partner with the chair to ensure the effective functioning of the committee. This co-chair confers on agenda design and provides overall guidance and support.

Facilitator
The facilitator works with the chair and co-chair to design the meeting agenda and discussion/decision tools. During the meeting the facilitator’s role is support an effective and timely level of discussion (e.g., promote appropriate balance of discussion and decision-making).

Recorder
The recorder keeps a record of the main points of the discussion on a flip chart or wall chart. This enables the group to track progress during the discussion.

Summary Writer
The summary writer has the important responsibility of documenting key decisions, points of agreement and follow-up steps. This can be the facilitator, recorder, a committee member or another person.

Facilitation Teams

<table>
<thead>
<tr>
<th>Planning and Budgeting Council</th>
<th>Joseph Bielanski, Linda Sanford</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District Technology Committee</strong></td>
<td>Jannett Jackson and Bob Beckwith</td>
</tr>
<tr>
<td><strong>District Education Committee</strong></td>
<td>Linda Berry and Kerry Compton</td>
</tr>
<tr>
<td><strong>District Facilities Committee</strong></td>
<td>Rebecca Kenney and Gloria Vogt</td>
</tr>
</tbody>
</table>
Committee Charges

The following are the charges of the PBI Committees.

Subject-Matter Committees: Technology, Education, and Facilities

The role of the three proposed district subject matter committees is to support the colleges in coordinating their efforts and resolving issues. The committees also provide subject matter expertise in their respective areas by including college representatives with relevant knowledge, responsibility, and experience. The committees are responsible for communicating with their counter-part committees at the colleges (including possible cross-membership). The committees should have cross-membership with the PBC.

The committees are charged with developing district-wide recommendations that best serve students and the community using evidence-based processes and criteria. Therefore the committees will work toward consensus solutions that are based on the results of these processes and criteria and the “shared agreement” decision model (see PBIM Final Summary. Each decision is labeled as “shared agreement” or “unresolved issue.” The committees will identify unresolved issues to be addressed by the PBC.

The subject matter committees are charged with developing a set of integrated district recommendations on matters in its subject-matter areas (see below). Specifically, the subject matter committee is to conduct the following:

- Provide feedback to the colleges
- Provide technical review of the college priorities
- Ensure consistency between college requests and existing approved plans (i.e., subject-matter plans, district-wide Strategic plans, etc.)
- Identify opportunities for college-to-college collaboration where resource sharing could be useful.

TECHNOLOGY COMMITTEE

- Web site
- PROMPT
- Passport
- Smart classroom (technology aspects)
- Catalog (technology aspects)
- Technology related HR recommendations

EDUCATION COMMITTEE

- Educational planning
- Marketing / Outreach
- Program planning
- Student Services
- Staffing priorities
- Catalog

...
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- Academic calendar
- Education related HR recommendations

FACILITIES COMMITTEE
- New, modernization, rehab of facilities / Measure A
- Infrastructure
- Maintenance
- Facilities master planning
- Safety and emergency preparedness
- Facilities related HR recommendations

**Planning and Budgeting Council**

The PBC shall have the authority to make recommendations to the chancellor and shall receive a response from the chancellor before the chancellor pursues any significant course of action. The committee shall also receive draft policy initiatives and considerations from the chancellor and the board and make recommendations on those before any significant action is taken by the chancellor.

The PBC recommends integrated educational and resource priorities to the Chancellor. The PBC makes recommendations on Board policies and policies and decisions initiated by the Chancellor. For unresolved issues, the PBC recommends resolutions for any issue where there is not agreement, i.e., issues between the colleges and district offices, between or among the colleges, or any other set of parties in disagreement.

For shared agreement items, the PBC performs the following functions: (1) Affirms consistency with strategic and educational plans; (2) recommends a coordinated planning approach across education, facilities, IT, fiscal, etc., and across colleges and initiatives; (3) recommends a prioritization of plans across subject areas and colleges; (4) identifies funding approaches to support the priorities.

The PBC is responsible for providing oversight on the implementation of the Strategic Plan. The PBC also ensures accountability for follow-through on recommendations; the PBC will track their recommendations and determine which of two results occurred: 1) the recommendation was implemented including any modifications or 2) the recommendation was not implemented and the reasons for it not being implemented. The PBC also ensures accountability for follow-through on process steps: Did constituencies, colleges, district service centers, committees, etc., perform the agreed upon steps in the process.
### Annual Planning-Budget Integration Calendar (DRAFT)

<table>
<thead>
<tr>
<th>August</th>
<th>Activity</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>August (tbd)</td>
<td>Data available for colleges to populate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unit Plan update templates</td>
<td></td>
</tr>
<tr>
<td>August 18</td>
<td>Flex Day</td>
<td></td>
</tr>
<tr>
<td>August 28</td>
<td>PBI Kick Off Retreat / Committee Meetings</td>
<td>Preliminary Committee parameters:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Goals/outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Schedule of meetings, decision points, and deliverables</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Membership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ground Rules</td>
</tr>
<tr>
<td>Late August/Early September</td>
<td>Colleges to populate Unit Plan templates with data</td>
<td></td>
</tr>
<tr>
<td><strong>September</strong></td>
<td></td>
<td></td>
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<tr>
<td>September</td>
<td>Departments to update their Unit Plans</td>
<td></td>
</tr>
<tr>
<td>September 4</td>
<td>Technology Committee #1</td>
<td>Final Committee parameters:</td>
</tr>
<tr>
<td>September 11</td>
<td>Facilities Committee #1</td>
<td>• Goals/outcomes</td>
</tr>
<tr>
<td>September 18</td>
<td>Educational Committee #1</td>
<td>• Schedule of meetings, decision points, and deliverables</td>
</tr>
<tr>
<td>September 25</td>
<td>Planning Budgeting Council #1</td>
<td>• Membership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ground Rules</td>
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<tr>
<td></td>
<td></td>
<td>Meeting summaries</td>
</tr>
<tr>
<td><strong>October</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>Colleges to compile and prioritize Unit</td>
<td>Initial List of a) consensus items and b) areas for additional discussion</td>
</tr>
<tr>
<td></td>
<td>Plans (due to PBI committees November 2)</td>
<td></td>
</tr>
<tr>
<td>October 2</td>
<td>Technology Committee #2</td>
<td></td>
</tr>
<tr>
<td>October 9</td>
<td>Facilities Committee #2</td>
<td></td>
</tr>
<tr>
<td>October 16</td>
<td>Educational Committee #2</td>
<td></td>
</tr>
<tr>
<td>October 23</td>
<td>Planning Budgeting Council #2</td>
<td></td>
</tr>
<tr>
<td><strong>November</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 2</td>
<td>Colleges submit Unit Plan Update Summary to</td>
<td>Each committee submits hiring recommendations to the PBC in</td>
</tr>
<tr>
<td></td>
<td>PBC and Technology, Education, and Facilities Committees</td>
<td></td>
</tr>
<tr>
<td>November 6</td>
<td>Technology Committee #3</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Committee/Meeting</td>
<td>Topic/Notes</td>
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<tr>
<td>November 13</td>
<td>Facilities Committee #3</td>
<td></td>
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<tr>
<td>November 20</td>
<td>Educational Committee #3</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>Planning Budgeting Council #3</td>
<td>Hiring Recommendations</td>
</tr>
<tr>
<td>December 4</td>
<td>Planning Budgeting Council #3</td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>Possible joint meeting of committees</td>
<td>Possible topic: process evaluation</td>
</tr>
<tr>
<td>February</td>
<td>Technology Committee #4</td>
<td>Committees to develop recommendations on 1) areas of coordination between colleges 2) on key issues identified in annual priorities.</td>
</tr>
<tr>
<td>Feb 5</td>
<td>Facilities Committee #4</td>
<td></td>
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<tr>
<td>Feb 19</td>
<td>Educational Committee #4</td>
<td></td>
</tr>
<tr>
<td>Feb 26</td>
<td>Planning Budgeting Council #4</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>District Committees deliver recommendations for the year to PBC</td>
<td></td>
</tr>
<tr>
<td>March 5</td>
<td>Technology Committee #5</td>
<td></td>
</tr>
<tr>
<td>March 12</td>
<td>Facilities Committee #5</td>
<td></td>
</tr>
<tr>
<td>March 19</td>
<td>Educational Committee #5</td>
<td></td>
</tr>
<tr>
<td>March 26</td>
<td>Planning Budgeting Council #5</td>
<td>Make “tough decisions” in areas needing resolution.</td>
</tr>
<tr>
<td>April</td>
<td>PBI Committees provide feedback to colleges on results of planning-budgeting integration process.</td>
<td>Committees complete work for year and develop final report, including assessment of process effectiveness.</td>
</tr>
<tr>
<td>April 2</td>
<td>Technology Committee #6</td>
<td></td>
</tr>
<tr>
<td>TBD (spring break)</td>
<td>Facilities Committee #6</td>
<td></td>
</tr>
<tr>
<td>April 16</td>
<td>Educational Committee #6</td>
<td></td>
</tr>
<tr>
<td>April 23</td>
<td>Planning Budgeting Council #6</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>Report on “lessons learned” and accomplishments and priority topics to be addressed the following year.</td>
<td></td>
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<tr>
<td>May 15</td>
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</tbody>
</table>
This draft document provides an overview of a potential Planning and Budgeting Integration Process for the Peralta Community College District (PCCD PBI). The following draft elements are being put forward as necessary components of effective planning and budgeting integration that the Chancellor and the Planning and Budgeting Council must ensure are enacted within the policies and procedures.

**Purpose and Need**
- The PBI addresses the Strategic Plan mission. It is intended to promote the highest levels of success for students by providing a supportive framework for college planning.
- The PBI addresses the need for the district office to provide support for the colleges.
- The PBI is consistent with AB 1725 in which the Chancellor is required to make administrative decisions and for making recommendations for Board action.
- The PBI provides planning templates and data to ensure transparent and predictable processes leading to decision-making.
- The PBI provides processes to resolve conflicts between the colleges in the case of duplicative programs or unproductive competition.

**Organization**
- The PBI is implemented by the Planning and Budgeting Council.
- The colleges have the primary responsibility for developing educational and resource plans to meet the needs of students. The PBI provides a supportive framework for college planning.
- PCCD relies upon its strategic planning processes as the foundation for integrating planning and budgeting.
- PCCD clearly defines and follows its guidelines and processes for planning and budget integration.

**Accountability**
- PCCD must have in place a system that has appropriate accountability mechanisms to ensure the integrity and credibility of planning and budgeting integration.
- College plans and budgets must be approved through the colleges' shared governance before being addressed in the PCCD PBI.

**Support for Effectiveness**
- The district is recommended to provide adequate support for the PBI. This includes providing appropriate technical support (e.g., research, policy) and logistics and minutes.
- The goal is to have fewer, more highly supported action meetings at key decision making milestones, rather than more frequent discussion-oriented sessions.

**PROCESS OVERVIEW**

The PBI is proposed as shown on the organization chart below and described below.

**Decision-Making Milestones**
- There will be a firm calendar for each step in the advisory process leading to decision-making (see PBI graphic and narrative).

**College Planning**
- College planning is the foundation of the PBI as the colleges are closest to the educational needs of students. As the first element of the PBI, the colleges conduct periodic program reviews, prepare annual unit plans, and develop annual educational and resource plan priorities. The colleges integrate the results of their “subject-matter” committees into college planning, e.g., technology committees, curriculum committees, facilities committees, etc.
- During periodic master planning and during annual institutional planning, the colleges develop plans addressing: instructional and student services programs; staffing priorities; fiscal priorities; IT and equipment; facilities; and marketing.

**District Subject-Matter Committees: Education, Information Technology, Facilities**
- The role of the three proposed district subject matter committees is to support the colleges in coordinating their efforts and resolving conflicts. The committees also provide subject matter expertise in their respective areas by including college representatives with relevant knowledge, responsibility, and experience. The committees would be responsible for communicating with their counter-part committees at the colleges (including possible cross-membership). The committees are recommended to have cross-membership with the PBC.

**Role in the Advisory Process:**
- The subject matter committees make the official recommendation to the Planning and Budgeting Council in their respective areas. The committees will indicate the status of recommendations:
  - Consensus: The committees will indicate which recommendations have achieved committee consensus. These decisions are considered to reflect a consensus across the colleges and are not expected to be revisited substantively by the PBC. Rather the PBC evaluates proposed priorities as a set and recommends ways to integrate, prioritize, and fund them.
  - Unresolved Conflicts (aka "Tough Decisions"): The committees will indicate where there outstanding issues requiring PBC action.

**Planning and Budgeting Council**
- The PBC recommends integrated educational and resource priorities to the Chancellor. The PBC also provides feedback on Board policies and decisions initiated by the Chancellor. For unresolvable conflicts, the PBC recommends resolutions where colleges propose conflicting plans and cannot reach agreement.

**Other PBC roles include:**
- Strategic Plan implementation oversight. The PBC also ensures accountability for follow-through on recommendations: (1) recommendation implemented including any modifications; (2) recommendation not implemented and the reasons for it not being implemented; and Accountability and for follow-through on process steps: Did constituencies, colleges, district service centers, committees, etc., perform the agreed upon steps in the process.
Berkeley City College

College of Alameda

Laney College

Merritt College

District Education Committee

District Information Technology Committee

District Facilities Committee

District Planning and Budgeting Council

Board of Trustees

Chancellor

Integrated Planning and Budget Priorities

Integrated Education Priorities

Integrated Information Technology Priorities

Integrated Facilities Priorities

Charge
- Recommend integrated educational and resource priorities to the chancellor
- Provide feedback on policies and decisions initiated by the Chancellor.

Recommendation Accountability
Chancellor to provide feedback 1) recommendation implemented including any modifications 2) recommendation not implemented and the reasons for it not being implemented

Process Accountability
PBC to follow up on agreements: Did constituencies, colleges, district service centers, committees, etc., perform the agreed upon steps: 1) reporting back to constituencies/obtaining responses; 2) using the agreed-upon planning methods and parameters.

District Education Committee

Responsibilities:
- Educational planning
- Program planning
- Staffing priorities
- Academic calendar
- Catalog
- Etc.

District Information Technology Committee

Responsibilities:
- Web site
- PROMPT
- Passport
- Smart classroom (technology aspects)
- Catalog (technology aspect)
- Etc.

District Facilities Committee

Responsibilities:
- New, modernization, rehab of facilities
- Infrastructure
- Maintenance
- Facilities master planning
- Etc.

College Education & Resource Priorities

Instruction / Service Goals
- Staffing Priorities
- Fiscal Priorities
- IT and Equipment
- Facilities

Integrated Education Priorities

Integrated Information Technology Priorities

Integrated Facilities Priorities

Integrated Planning and Budget Priorities

Recommendation Accountability
Chancellor to provide feedback 1) recommendation implemented including any modifications 2) recommendation not implemented and the reasons for it not being implemented

Process Accountability
PBC to follow up on agreements: Did constituencies, colleges, district service centers, committees, etc., perform the agreed upon steps: 1) reporting back to constituencies/obtaining responses; 2) using the agreed-upon planning methods and parameters.

DRAFT (2/2/09)
This proposal – if adopted – would be implemented in July 2009.

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Peralta Community College District

District Committees and Task Forces
Council on Instruction, Planning, and Development

Purpose:

To advise the district in academic areas and related planning; to provide a leadership role in program review and development; and, to review college curriculum additions, deletions, or modifications and submit them to the Chancellor and subsequently to the Board of Trustees for approval.

Areas of Responsibility:

• Peralta Uniform Course Numbering (UCN) process
• Consistent implementation of core curriculum at all colleges
• Quality assurance of programs within the district through regularly scheduled review
• Uniform compliance with Title 5 regulations regarding curriculum
• Guidelines for program and course implementation as it relates to state and federal agencies, other external agencies, and accreditation standards.

Membership:

Each college shall have five voting members: the Vice President of Instruction, one other manager (the Vice President of Student Services or a Division Dean of Instruction), the college Curriculum Committee Chair, the Articulation Officer, and a Faculty Senate appointee.

The Vice Chancellor of Educational Services shall chair the committee and have one vote in case of a tie. Ex-officio Members: PFT President, District Academic Senate President, Associate Vice Chancellor for A&R and Student Services.

District Academic Senate

The District Academic Senate operates pursuant to Title 5, Subchapter 2, Sections 53200 - 53206, California Education Code.

The District Academic Senate represents the four college Academic Senates (Berkeley City College, College of Alameda, Laney, and Merritt) and makes recommendations to the Chancellor and the Board of Trustees with respect to policy development and the implementation of matters in the following areas:

1. curriculum, including establishing prerequisites and placing courses within disciplines
2. degree and certificate requirements
3. grading policies
4. educational program development

5. standards or policies regarding student preparation and success

6. district and college governance structures, as related to faculty roles

7. faculty roles and involvements in accreditation processes, including self study and annual reports

8. policies for faculty professional development activities

9. processes for program review

10. processes for institutional planning and budget development

11. other academic and professional matters as mutually agreed upon between the Board of Trustees and the District Academic Senate.

**District Classified Senate**

It shall be the mission of the Peralta Classified Senate to enhance the decision making process by participating in the shared governance of the Peralta District.

The classified senate will bring a pragmatic, front line point of view which will shorten the distance between making policy and implementing a working procedure to enact the policies.

Through direct participation our goal is to increase understanding and communication among all interrelated departments and work groups; improve the staff morale; and ultimately raise the quality of services, thus improving the Peralta Colleges students’ educational experience.

**District Matriculation Committee**

Matriculation is the process that enhances student access to the college and promotes and sustains the efforts of students to be successful in their educational endeavors. The mission of the District Matriculation committee is to coordinate those activities that are most effectively done on a district wide basis to support the goals of matriculation which include student success and institutional effectiveness

**Group of Advising Faculty**

The Chancellor meets on a monthly basis with academic senate leadership and union leadership to update the leadership on current district “issues.” The meetings also
provide the faculty leadership the opportunity to provide the Chancellor will input and feedback.

**Vice Presidents and Deans Council**

This council meets monthly for communication and planning across the district. Topic the council addresses include: Strategic Planning, prioritization timelines for their colleges; enrollment issues and enrollment management; evaluation procedures; scheduling discussions to ensure that the district is offering a comprehensive set of offerings across the four colleges; common concerns such as PeopleSoft functionality, budget, categoricals, etc.

**District Safety Committee**
Peralta Community College District

PeopleSoft Resolutions Team
and
Service Area Functionality Teams
PIT Sub-Committee

DRAFT PROPOSAL

Sub-committee charge:

A sub-committee was formed to re-define the scope of work of PIT, and develop an action plan with specific timelines to guide the future work of PIT. Three working groups were created to address the following:

- Role and scope of PIT (Joseph and Victor)
- Membership/stakeholder composition of the PIT (Linda and Janet)
- Charter of People Soft Functionality Teams (Eric and Sheryl)

Recommendations:

1. Rename PIT - People Soft Resolution Team.

2. Role of PSRT - The role of the PeopleSoft Resolutions Team (PPRT) is to facilitate the resolution of functionality issues related to the Peralta PeopleSoft system. The resolution of functionality issues is completed with the assistance of the District Office of Information Technology. In most instances, functionality issues can only be resolved through the Office of Information Technology. Functionality issues come to the PPRT from the People Soft Functionality Teams (PSFT). Functionality issues typically are either business process issues or technology issues.

3. Role of PSFTs and composition of PSRT - The PSFTs include—Admissions & Records; Counseling; Scheduling; Financial Aid; Student Finance; Matriculation, Library, Instructional Faculty; and Students. The membership of the PSFTs is comprised of representatives from the four colleges and the district office. Each PSFT is chaired by a college or district administrator. The administrators who chair the PSFTs are members of the PPRT. Theses administrative chairs, on a monthly basis, bring to the PPRT from the PSFTs the functionality issues identified by their respective PSFTs. Training responsibilities would now be shifted from the PSFT to IT.

4. Scope of PSRT - As previously stated, the role of the PPRT is to facilitate the resolution of functionality issues. It is to:

   - Identify and prioritize functionality issues for resolution and/or implementation
   - Create a list of those prioritized functionality issues to assist in tracking the resolution of functionality issues, as well as to be shared with the Peralta community
   - Create realistic timelines and accountability measures for resolution of the functionality issues
   - Monitor the processes and projects to ensure that functionality issues are being resolved and decisions are being executed
• Receive ongoing and regular reports from the Office of Information Technology as to the status of the resolution of functionality issues which are directly related to technology
• Develop a communication plan for sharing this information with the Peralta community, including a Web site, progress reports, and report cards
• Develop a systematic assessment of what’s working and what’s not
• Create a self-assessment process for the PPRT and the PSFTs
• Make monthly reports to the district PBIM Technology Committee.

5. Timeline:

• Recommendations discussed with Dr. Allen – week of February 1, 2010
• Revisions (if necessary) and review by PSRT – February 16, 2010
• Presentation to SMT – February, 2010
• Submit request for inclusion as agenda item for Professional Day, March, 2010
Peralta Community College District

Budget Allocation Formula

FINAL REPORT AND RECOMMENDATIONS OF
BUDGET ALLOCATION COMMITTEE

DRAFT: January 26, 2006
Budget Allocation Committee Members
Howard Purdue, Co Chair
Thomas Smith, Co Chair
   Anita Black
   Claire Chapin
   Connie Willis
   Craig Hadden
   George Herring
   Evelyn Lord
   Helena Lengel
   Helene Maxwell
   Gloria Vogt
   Joan Berezin
   John Al-Amin
   Elnora Webb
   Joseph Bielanski
   Kerry Compton
   Linda Berry-Camara
   Loretta Hernandez
   Mario Rivas
   Maureen Knightly
   Michael Mills
   Paula Coil
   Sheryl Queen
   Shirley Coaston
   Shirley Slaughter
   Tae-Soon Pak
   Alton Jelks
   Jeffrey Heyman
   Margaret Haig
OVERVIEW

The Peralta Community College District Budget Allocation Committee was initiated in 2004 to develop a method of allocating scarce resources to our four colleges: College of Alameda, Laney College, Merritt College and Berkeley City College. The Committee was requested by Chancellor Elihu Harris and is comprised of representatives from the academic, classified and management constituencies as well as representatives from each college. Our charge was to develop an allocation system that focused on student learning and student service. The model was also to shine for each college the District Office expenditures. The development of a budget allocation model is also a key part of the District’s integrated strategic planning.

The Committee will submit the allocation model to the Peralta Academic Senate as part of shared governance. The allocation model will then be presented to the Chancellor’s Budget Advisory Committee for recommendation to the Chancellor.

The Committee systematically analyzed budget allocation models and documentation received from California Community College Districts. In addition, source documents from the State Chancellor’s Office and internal Peralta documents were examined. A critical component guiding the committee was acknowledgement of the history and perceptions associated with funding the colleges. Based on these discussions, the committee sought to answer specific questions and needs which resulted in the following goals and features in the proposed model:

**Student Centered:**

The process and allocation formula puts the educational needs of students as our highest priority.

- The budget is based on allocating funds based on FTES production.
- The budget model recognizes the need for the District to earn growth and provide the additional funding to the colleges.
- The allocation model recognizes the need to meet the full-time faculty obligation.
- The allocation model reflects the requirement to comply with the 50% Law.
- Budget and expenditure decisions are placed closer to the student due to autonomy of the colleges.
- The allocation model and the budget process are driven by the District’s strategic plan.
- The process recognized the role of the Academic Senate and the faculty involvement in the planning and budget process.
Equitable & Transparent Allocation:

The allocation model reinforces the concept of fairness and equity for each college and establishes funding criteria that recognize the varying sizes of our colleges.

- Allocation model provides and economy of scale charge and redistribution to the smaller colleges.
- Allocates model allows a decentralized budgeting process at the colleges after revenue is allocated.
- Allocates District Office expenditures for grounds/building maintenance, custodial & physical plant based on each college's square footage.
- Allocates District Office expenditures for A&R, police services, purchasing & warehouse, marketing, institutional research & District administration based on the college's FTES.
- Provides a mechanism for budget carryovers to facilitate the college's long term planning requirements.
- Provides a guarantee, that a college base budget will not decrease because of implementation of the allocation model in year one.
- The allocation model assures the District will maintain an appropriate General Fund reserve.
- The allocation model has safeguards that can be enacted in a fiscal emergency or a fundamental inequity results from the formula.
- The allocation model and the budget process are designed to be transparent so that input can be received from all interested parties.
- The allocation model and formula are regularly reviewed by the Budget Advisory Committee to assess utility, ensure flexibility and to allow for timely adjustments.
- Provides for an annual review of Central Services expenditures.
- The allocation model reflects the importance of the colleges maintaining a five year average productivity target.
PERALTA COMMUNITY COLLEGE DISTRICT
OFFICE OF ENROLLMENT MANAGEMENT & STUDENT SERVICES

MEMORANDUM

TO: Members, Budget Development Process Group

FROM: Subcommittee on Progress Report, Howard M. Perdue

RE: Progress Report

DATE: March 9, 2004

As we agreed at the last Budget Process meeting, language describing the agreed upon progress of the group would be developed and brought to the March 2nd meeting for edit and approval.

Here it is:

I. First Principles
   A. The educational enterprise drives the budget, not the reverse
   
   B. The budget process is transparent: all accounting and transactions can be seen by all players, in real time
   
   C. The first priority of the budget allocations to the colleges will be to fund base plus growth targets based on the overall 17.5 productivity ratio
   
   D. The budget is student centered, funding services necessary for student success

   E. The work of the Budget Development Process committee shall inform and guide the Budget Advisory Committee

   F. The work of the Budget Development Process Committee is evolutionary and will continue its work following this initial report to BAC

   G. The budget allocation will fund the colleges first, critical central services second, non-critical central services last

   H. If matriculation funds are folded into the base for 2004-2005, the colleges should be allocated the same amount of funding as the amount of matriculation funds for the 2002-2003 fiscal year and the three to one match should be maintained for matriculation services.
- Must employ centralized enrollment management to reach Base FTES + growth
- Adjust course offerings to maximize enrollment and classroom productivity
- Possibly reallocate college C hourly dollars to more productive course offerings
- Commence a marketing campaign to attract UC & CSU students who will be denied access in the fall 2004.
- Adjust course offerings to enable UC & CSU students to enroll
- Consider centralizing Admissions & Records since more & more enrollment is being completed via the web (cost savings at Peralta $500,000)
- Set not only College FTES targets, but also classroom productivity targets to save C hourly dollars (at Peralta, cut 1351 budget by 10% at each college yet increased FTES). Peralta still has $5.5 million in unfunded FTES so the 1351 budget can be reduced further.
- Possibly ask the United Faculty to temporarily suspend class size requirements to help District make base FTES

As for Budget cuts:

1. First rule is to protect the educational mission of the District
2. Must maintain student access (to extent possible) and student services. Counseling and library services are critical to student success.
3. Avoid budget reductions that have long-term adverse consequences (eliminating programs and not making Base FTES)
4. Consider a restructure of District administration (one college three campuses since two of your colleges are small)
5. Review Dean positions and possibly replace with Department Chairs to reduce administrative costs.
6. Consider a new second tier benefit plan that would stretch vesting, have higher co-pays and retirement tied more closely to Medicare.
7. For the unfunded retirement health liability research the possibility of monetizing District assets to “stretch out” the liability.
Peralta Community College District
Budget Development Calendar

January
- Governor's proposed budget published.
- Memorandums issued on Governor's budget proposal to all constituent groups (Board of Trustees, Academic Senate, Budget Advisory Committee, PFT, Local 790 & 39).

February
- Review Colleges' actual FTES. Review college/district expenditures for first half of 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).
- College's Budget priorities submitted to District office.
- District office begins preparation of preliminary budget allocation.
March

- Initial proposals submitted to Chancellor for the District budget.
- Budget proposals reviewed by Budget Advisory Committee.
- Review status of budget development with PFT/Academic Senate. Academic Senate submits recommendations on budget process.

April

- Discuss carry-over fund priorities with colleges & submission of justification .

May

- Governor presents May revise to Budget (May 15th).
- Draft Tentative Budget submitted to Chancellor.

June

- Tentative Budget submitted to Board of Trustees at last June meeting (California Code of Regulations section 58305(a)).
July

- Legislature approves and Governor signs state budget by July 1st.
- California Community Colleges State Chancellor's budget workshop in Sacramento.
- Informational Memorandums issued on proposed budget revenues to all Constituent groups (Board of Trustee's, Academic Senate, Budget Advisory Committee, PFT, Local 790 & 39).
- Colleges meet with Academic Senates, PFT, Local 790 and Local 39 on budget priorities.
- College's revised budget priorities submitted to Chancellor.
- Approved Tentative Budget input into Peoplesoft.

August

- Preliminary Adopted Budget available August 15th for Chancellor's review.
- Comply with Title 5 Section 58301 by publishing dates, time and locations where public can review proposed Adopted Budge (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, 2005) (California Code of Regulations section 58305(c)).

- Completed Annual Financial Report and Adopted Budget to be submitted by September 30th to the State Chancellor, with a copy filed with the County of Alameda office of education. (California Code of Regulations section 58305(d)).
Budget Allocation Model Rules: Proposed Revision

Standards of good practice require that a budget allocation model reflects the allocation of funds to meet the institution’s program and facilities commitments in harmony with their strategic plan.

1. First year implementation will not reduce college’s budget.

2. FTES targets shall be sufficient to earn base plus growth.

3. The following are fixed costs: (Fixed cost categories are zero based budgeted each year based on projected actual costs of commitments.)
   
a. The District unrestricted fund reserve is determined by the Chancellor, but cannot be less than 5%.
b. District must comply with 50% law.
c. Step and column salary increases.
d. Tax and benefit cost increases
e. Contractual labor agreements.
f. Utilities and property/liability insurance and Fund 4 expenditures.
g. GASB 45 compliance.
h. Repayment of Taxable OPEB Bonds.
i. District must comply with the 75/25 law (California Code of Regulations Title 5, §51025. Should not exceed target without appropriate justification and approval of Chancellor.
j. DSP&S general fund transfer.
k. Chancellor’s contingency fund

4. Allocations of new positions or possible reallocation of vacant positions will be done on a District-wide basis as approved by the Chancellor, considering the college/district strategic plan and in conjunction with productivity. The district will continue to comply with the legal agreement concerning Vista’s funding of full-time faculty.

5. For a decline in FTES, the college has one year of stability to regain base FTES plus the under target/funded amount from previous year. Failure to reach new target will cause a funding deficit in year two.
6. All categorical funds will be distributed to the colleges according to state requirements.

7. Built into the model is an economy of scale allocation (10.5%).

8. If colleges are funded based upon FTES, then upon a retirement of a vacancy in a funded position, the funding will be adjusted to the replacement cost.

9. PFT leave banking is an unallocated contingency fund.

10. In a year in which the state deficits community college funding mid year, the colleges may lose apportionment funds at the discretion of the Chief Financial Officer.

11. The District Budget Advisory Committee and the Academic Senate shall review and recommend any amendments to the Budget Allocation Model.

12. As defined by the California Ed Code, the Board of Trustees has fiduciary responsibility for the district and may amend the allocation model.

13. In a fiscal emergency, the Chancellor has the right to suspend the Budget Allocation Model.

14. At the discretion of the Chief Financial Officer, any contingent funding may remain unallocated until funding is assured.

15. College budget carryovers, may be permitted at the discretion of the Chancellor and the Chief Financial Officer. Budget carryovers are for specific future expenditures and not the result of an inability to encumber current year funds. The budget carryover must be encumbered and expended (for the intended purpose) within the following year.
<table>
<thead>
<tr>
<th>FTES</th>
<th>Alameda</th>
<th>Laney</th>
<th>Merritt</th>
<th>Vista</th>
<th>Total</th>
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<tbody>
<tr>
<td>Leased Facility apportionment</td>
<td>3780</td>
<td>8126</td>
<td>4400</td>
<td>2081</td>
<td>18387</td>
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<td>New facility M&amp;O (2006)</td>
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<td>$3,958.70</td>
<td>$3,958.70</td>
<td>$3,958.70</td>
<td>$3,999.00</td>
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<td>Revenue per FTES</td>
<td>$14,965,372.00</td>
<td>$32,165,380.00</td>
<td>$17,418,354.00</td>
<td>$8,980,525.00</td>
<td>$73,529,813.00</td>
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<table>
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<tr>
<th>FTES as % of Total</th>
<th>Non-resident fees (allocate actual)</th>
<th>Unfunded Growth</th>
<th>Lottery (partly restricted)</th>
<th>BFAP Financial Aid</th>
<th>Part-time partly (allocate actual)</th>
<th>Other District Income</th>
<th>DPS Transfer to Restricted Fund</th>
<th>PFE (in base for 2005-2006)</th>
<th>Total Revenue</th>
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<tr>
<td></td>
<td>$603,911.89</td>
<td>$358,422.20</td>
<td>$430,327.52</td>
<td>$231,228.81</td>
<td>$162,264.73</td>
<td>$216,528.40</td>
<td>($192,788.84)</td>
<td>$657,354.48</td>
<td>$17,432,621.19</td>
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<tr>
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<td>0.2056</td>
<td>0.4419</td>
<td>0.2393</td>
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<td>37,469,293.05</td>
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</table>

| Total Revenue     | $17,432,621.19                   | $37,469,293.05 | $20,290,284.28             | $10,338,817.48    | $85,531,018.00                   |

<table>
<thead>
<tr>
<th>Less:</th>
<th>Economy of scale allocation -10.5%</th>
<th>Allocate - Square footage:</th>
<th>Allocate - FTES:</th>
<th>Model Allocation final amount</th>
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<tr>
<td></td>
<td>($1,441,289.58)</td>
<td>$3,934,275.77</td>
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<td>Grounds Maintenance (sq footage)</td>
<td>$100,940.17</td>
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<td>Building maintenance (sq footage)</td>
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<td>Physical plant &amp; Construction</td>
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<td>Custodial</td>
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<td>Admissions &amp; records</td>
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<td>Police Services</td>
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<td>Administration funding @ 14.5%</td>
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<td>$24,868,086.69</td>
<td>$17,164,208.21</td>
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<p>| Adopted Budget 2004-2005 | $14,852,392.00 | $24,879,139.00 | $17,119,523.00 | $9,118,446.00 | $65,969,500.00 |
| Difference             | ($71,760.01)   | ($11,052.31)   | $44,685.21     | $215,017.64    |</p>
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<th>Merritt</th>
<th>FTE</th>
<th>Vista</th>
<th>FTE</th>
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<td><strong>FACULTY</strong></td>
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<td>OTHER ASSIGNED TIME</td>
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<td>$1,517.00</td>
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<td>$1,767.00</td>
<td>92</td>
<td>$1,591.00</td>
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<td><strong>TOTAL</strong></td>
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<td>82</td>
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<td>56</td>
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<td><strong>TOTAL</strong></td>
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<td>7</td>
<td>$89.00</td>
<td>10</td>
<td>$148.00</td>
<td>7</td>
<td>$354.00</td>
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<td><strong>TOTAL EXPENDITURE PER FTES</strong></td>
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<td>141</td>
<td>$2,068.00</td>
<td>223</td>
<td>$2,435.00</td>
<td>155</td>
<td>$2,521.00</td>
<td>69</td>
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**Notas:**
- FTES - Full time equivalent student
- FTE - Full time employee
### CALIFORNIA COMMUNITY COLLEGES

#### 2004 - 2005 SIMULATED RECALCULATION

**PERALTA COLLEGE DISTRICT**

<table>
<thead>
<tr>
<th>Workload Measures</th>
<th>Base</th>
<th>Restored</th>
<th>Actual</th>
<th>Funded</th>
<th>Base Standard</th>
<th>Current Year Standard</th>
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<td>Credit FTEs</td>
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<td>17,482.09</td>
<td>17,482.09</td>
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<td>$108,764,978</td>
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<td>New Credit Enrollment</td>
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<td>29,495.00</td>
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<td>Continuing Credit Enrollment</td>
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<td>Noncredit FTEs</td>
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<td>1,697,643</td>
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<td>Leased Space FTEs</td>
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<table>
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<tr>
<th>District Credit Program-Based Tending Standard</th>
<th>17,482.09</th>
<th>$100,021,279</th>
<th>108,764,978</th>
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<tr>
<td>Percent of Standard</td>
<td>17,482.09</td>
<td>$100,021,279</td>
<td>108,764,978</td>
</tr>
</tbody>
</table>

### IV. Other Revenue & Adjustments

#### Equalization

- Partnerships for Excellence (PFE) Credit
- PFE - Non-Credit
- Audit Adjustment

### V. Budget Stability (TS-58770)

1. **Statewide Cost-of-Living Adjustment**
2. **Rate of Statewide Percent of Standard to District Percent of Standard**
3. **Effective District Credit COLA Rate**
4. **Credit Base Cost-of-Living Adjustment**
5. **Noncredit Base Cost-of-Living Adjustment**
6. **Total Base Cost-of-Living Adjustment**

### III. Growth/Restoration (Decline) Revenue (TS-58774)

#### A. Growth Rate:

- **Credit FTEs (2.00%)**
- **Non-Credit FTEs (6.39%)**

#### B. Growth Revenue Exclusive of M & D

1. **Regular Growth Revenue Cap**
   - Funded Regular Growth
   - Funded Regular Growth Credit FTEs
   - Non-Credit FTEs
   - Funded Supplemental Growth Credit FTEs

#### C. M & D Growth Revenue

1. **Regular Growth Revenue Cap**
   - Actual Growth
   - Funded Growth

### Report produced on Thursday, October 6, 2005 at 10:56 AM by GLISS.

Regular Growth Caps Adjusted by a factor of 0.675 to switch funding.

Partnerships for Excellence (PFE) amounts in item IV are for informational purposes only. PFE amounts are not included in Total Computational Revenue.

**Funded:**
- Credit: 17,482.09
- Non-Credit: 293.26

**19,775.29**
## Five Year Productivity Analysis

*Figures below exclude cancelled, fee based, independent study and work experience sections*

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<th>F01</th>
<th>F02</th>
<th>F03</th>
<th>F04</th>
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<td>Laney</td>
<td>16.913</td>
<td>16.712</td>
<td>18.990</td>
<td>20.000</td>
<td>17.590</td>
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<td>15.417</td>
<td>16.600</td>
<td>18.430</td>
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*Figures below exclude cancelled, fee based, independent study and work experience sections*

<table>
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<tr>
<th>FTES/FTE</th>
<th>S01</th>
<th>S02</th>
<th>S03</th>
<th>S04</th>
<th>S05</th>
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</thead>
<tbody>
<tr>
<td>Laney</td>
<td>16.094</td>
<td>17.907</td>
<td>18.677</td>
<td>18.984</td>
<td>14.487</td>
</tr>
<tr>
<td>Vista</td>
<td>15.631</td>
<td>17.688</td>
<td>17.061</td>
<td>18.027</td>
<td>13.616</td>
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## Peralta Community College District
### 2005 - 2006 Enrollment Targets

<table>
<thead>
<tr>
<th>College</th>
<th>Target</th>
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</thead>
<tbody>
<tr>
<td>Alameda</td>
<td>3,781</td>
</tr>
<tr>
<td>Laney</td>
<td>8,128</td>
</tr>
<tr>
<td>Merritt</td>
<td>4,401</td>
</tr>
<tr>
<td>Vista</td>
<td>2,242</td>
</tr>
<tr>
<td>District</td>
<td>18,552</td>
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### PERALTA COMMUNITY COLLEGE DISTRICT
#### FINANCIAL SERVICES
#### STATE RESIDENTS CREDIT & NON-CREDIT FTES ANALYSIS
#### 2004-2005

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>SUMMER INTERSESSION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALAMEDA</td>
<td>364</td>
<td>403</td>
<td>346</td>
<td>381</td>
<td>367</td>
<td>460</td>
<td>459</td>
<td>398</td>
<td>(61) (13.29%)</td>
</tr>
<tr>
<td>LANEY</td>
<td>965</td>
<td>908</td>
<td>910</td>
<td>816</td>
<td>998</td>
<td>1032</td>
<td>1031</td>
<td>902</td>
<td>(129) (12.51%)</td>
</tr>
<tr>
<td>MERRITT</td>
<td>452</td>
<td>487</td>
<td>481</td>
<td>503</td>
<td>469</td>
<td>442</td>
<td>442</td>
<td>352</td>
<td>(90) (20.36%)</td>
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<tr>
<td>VISTA</td>
<td>155</td>
<td>167</td>
<td>158</td>
<td>176</td>
<td>186</td>
<td>35</td>
<td>35</td>
<td>74</td>
<td>39 (111.4%)</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
<td>1,936</td>
<td>1,965</td>
<td>1,895</td>
<td>1,877</td>
<td>2,020</td>
<td>1,969</td>
<td>1,967</td>
<td>1,726</td>
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</tr>
<tr>
<td><strong>FALL</strong></td>
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<tr>
<td>ALAMEDA</td>
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<td>1,440</td>
<td>1,425</td>
<td>1,529</td>
<td>1,674</td>
<td>1,646</td>
<td>1,646</td>
<td>1,537</td>
<td>(109) (6.62%)</td>
</tr>
<tr>
<td>LANEY</td>
<td>3,317</td>
<td>3,350</td>
<td>3,337</td>
<td>3,545</td>
<td>3,810</td>
<td>3,704</td>
<td>3,704</td>
<td>3,523</td>
<td>(181) (4.89%)</td>
</tr>
<tr>
<td>MERRITT</td>
<td>1,523</td>
<td>1,581</td>
<td>1,534</td>
<td>1,803</td>
<td>1,914</td>
<td>1,997</td>
<td>1,996</td>
<td>1,911</td>
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<tr>
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<td>800</td>
<td>879</td>
<td>888</td>
<td>1,031</td>
<td>1,158</td>
<td>1,006</td>
<td>1,006</td>
<td>1,040</td>
<td>34 (3.4%)</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td>7,051</td>
<td>7,249</td>
<td>7,184</td>
<td>7,908</td>
<td>8,556</td>
<td>8,353</td>
<td>8,352</td>
<td>8,011</td>
<td>(341) (4.08%)</td>
</tr>
<tr>
<td><strong>SPRING</strong></td>
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<td></td>
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<tr>
<td>ALAMEDA</td>
<td>1,489</td>
<td>1,427</td>
<td>1,369</td>
<td>1,573</td>
<td>1,611</td>
<td>1,675</td>
<td>1,618</td>
<td>1,337</td>
<td>(281) (17.37%)</td>
</tr>
<tr>
<td>LANEY</td>
<td>3,336</td>
<td>3,212</td>
<td>3,149</td>
<td>3,695</td>
<td>3,733</td>
<td>3,392</td>
<td>3,325</td>
<td>3,389</td>
<td>64 (1.9%)</td>
</tr>
<tr>
<td>MERRITT</td>
<td>1,619</td>
<td>1,659</td>
<td>1,520</td>
<td>1,924</td>
<td>1,916</td>
<td>1,962</td>
<td>1,833</td>
<td>1,795</td>
<td>(38) (2.07%)</td>
</tr>
<tr>
<td>VISTA</td>
<td>888</td>
<td>888</td>
<td>904</td>
<td>1,094</td>
<td>1,101</td>
<td>1,041</td>
<td>1,034</td>
<td>1,058</td>
<td>24 (2.3%)</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td>7,333</td>
<td>7,186</td>
<td>6,942</td>
<td>8,284</td>
<td>8,361</td>
<td>8,070</td>
<td>7,810</td>
<td>7,579</td>
<td>(231) (2.96%)</td>
</tr>
<tr>
<td><strong>SUMMER INTERSESSION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALAMEDA</td>
<td>65</td>
<td>69</td>
<td>95</td>
<td>105</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>49</td>
<td>49 (0.0%)</td>
</tr>
<tr>
<td>LANEY</td>
<td>35</td>
<td>38</td>
<td>22</td>
<td>41</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>146</td>
<td>146 (0.0%)</td>
</tr>
<tr>
<td>MERRITT</td>
<td>17</td>
<td>22</td>
<td>47</td>
<td>51</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>75</td>
<td>75 (0.0%)</td>
</tr>
<tr>
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<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>16 (0.0%)</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td>117</td>
<td>129</td>
<td>167</td>
<td>198</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>286</td>
<td>286 (0.0%)</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(527) (2.91%)</td>
</tr>
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</table>

**LOAN FTES BETWEEN YEARS:**

<table>
<thead>
<tr>
<th></th>
<th>242</th>
<th>-242</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL REPORTED FTES:</strong></td>
<td>16,772</td>
<td>15,946</td>
<td>18,266</td>
<td>18,937</td>
<td>18,392</td>
<td>18,129</td>
<td>17,602</td>
<td>-527</td>
<td>(2.91%)</td>
</tr>
</tbody>
</table>

**State Funded**

State Funded

|       |       |       | 16,431 | 16,793 | 16,867 | 16,867 | 17,294 |

**Unfunded FTES**

|       |       |       | 1,835  | 2,144  | 1,525  | 1,262  | 308 |

Last Revised: 5/23/05
## California Community Colleges
### Full Time Faculty Obligation Report for Fall 2005

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>District Report FTE Full-time Faculty Fall 2005</th>
<th>Full-time Faculty Obligation Fall 2005</th>
<th>Difference</th>
<th>District Report FTE Full-time Faculty Fall 2005</th>
<th>District Reported FTE Part-time Faculty Fall 2005</th>
<th>Total FTEF for Full-time and Part-time Fac. (col. 4+col. 5)</th>
<th>Percent of FTEF Attributable to Full-time faculty (col. 4/col. 6)</th>
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<tbody>
<tr>
<td>Ohlone</td>
<td>150.1</td>
<td>143.2</td>
<td>6.9</td>
<td>150.1</td>
<td>76.4</td>
<td>225.5</td>
<td>66.3%</td>
</tr>
<tr>
<td>Palo Verde</td>
<td>43.1</td>
<td>23.1</td>
<td>20.0</td>
<td>43.1</td>
<td>35.3</td>
<td>78.3</td>
<td>54.9%</td>
</tr>
<tr>
<td>Palomar</td>
<td>285.1</td>
<td>268.2</td>
<td>2.3</td>
<td>285.1</td>
<td>243.5</td>
<td>529.6</td>
<td>53.9%</td>
</tr>
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<td>Pasadena Area</td>
<td>399.2</td>
<td>399.2</td>
<td>0.0</td>
<td>399.2</td>
<td>145.4</td>
<td>544.6</td>
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<td>Peralta</td>
<td>332.9</td>
<td>319.2</td>
<td>13.7</td>
<td>332.9</td>
<td>226.3</td>
<td>559.2</td>
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</tr>
<tr>
<td>Rancho Santiago</td>
<td>340.6</td>
<td>336.8</td>
<td>3.8</td>
<td>340.6</td>
<td>208.2</td>
<td>548.8</td>
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</tr>
<tr>
<td>Redwoods</td>
<td>108.5</td>
<td>95.1</td>
<td>11.4</td>
<td>108.5</td>
<td>53.4</td>
<td>159.9</td>
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<tr>
<td>Rio Hondo</td>
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<td>215.0</td>
<td>80.0</td>
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<td>Riverside</td>
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<td>328.8</td>
<td>19.8</td>
<td>347.8</td>
<td>357.6</td>
<td>705.4</td>
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<tr>
<td>San Bernardino</td>
<td>246.0</td>
<td>230.8</td>
<td>15.2</td>
<td>246.0</td>
<td>173.8</td>
<td>419.8</td>
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<tr>
<td>San Diego</td>
<td>536.3</td>
<td>488.8</td>
<td>47.5</td>
<td>536.3</td>
<td>426.2</td>
<td>662.5</td>
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<tr>
<td>San Francisco</td>
<td>591.4</td>
<td>514.8</td>
<td>76.6</td>
<td>591.4</td>
<td>258.2</td>
<td>849.8</td>
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<tr>
<td>San Joaquin Delta</td>
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<td>217.8</td>
<td>0.2</td>
<td>218.0</td>
<td>73.0</td>
<td>291.0</td>
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<td>241.0</td>
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<td>257.0</td>
<td>79.0</td>
<td>336.0</td>
<td>76.5%</td>
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<td>San Luis Obispo</td>
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<td>151.4</td>
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<td>149.2</td>
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<td>San Mateo</td>
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<td>404.8</td>
<td>7.1</td>
<td>411.9</td>
<td>159.8</td>
<td>571.7</td>
<td>72.0%</td>
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<tr>
<td>Santa Barbara</td>
<td>232.4</td>
<td>231.4</td>
<td>1.0</td>
<td>232.4</td>
<td>170.1</td>
<td>402.5</td>
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<td>Santa Clarita</td>
<td>170.0</td>
<td>151.8</td>
<td>18.2</td>
<td>170.0</td>
<td>138.8</td>
<td>308.8</td>
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<td>Santa Monica</td>
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<td>274.4</td>
<td>51.2</td>
<td>325.6</td>
<td>330.4</td>
<td>656.0</td>
<td>49.5%</td>
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<td>Sequoias</td>
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<td>174.0</td>
<td>0.4</td>
<td>174.4</td>
<td>74.0</td>
<td>248.4</td>
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<td>Shasta-Tehama-Trinity</td>
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<td>141.0</td>
<td>93.8</td>
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<tr>
<td>Sierra</td>
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<td>6.2</td>
<td>201.8</td>
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<td>32.4</td>
<td>79.1</td>
<td>59.0%</td>
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<tr>
<td>Solano</td>
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<td>93.7</td>
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<td>308.1</td>
<td>244.1</td>
<td>550.2</td>
<td>55.6%</td>
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<td>316.8</td>
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<td>327.2</td>
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<td>595.0</td>
<td>55.0%</td>
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<td>270.8</td>
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<td>481.5</td>
<td>2.1</td>
<td>483.6</td>
<td>312.1</td>
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<td>421.2</td>
<td>2.5</td>
<td>423.7</td>
<td>358.5</td>
<td>782.2</td>
<td>54.2%</td>
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<tr>
<td>Victor Valley</td>
<td>136.0</td>
<td>119.1</td>
<td>16.9</td>
<td>136.0</td>
<td>153.8</td>
<td>289.8</td>
<td>46.9%</td>
</tr>
<tr>
<td>West Hills</td>
<td>87.4</td>
<td>82.5</td>
<td>4.9</td>
<td>87.4</td>
<td>41.4</td>
<td>128.8</td>
<td>68.0%</td>
</tr>
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<td>42.8</td>
<td>0.6</td>
<td>43.4</td>
<td>18.6</td>
<td>62.0</td>
<td>72.3%</td>
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<td>383.1</td>
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<td>386.0</td>
<td>98.9</td>
<td>484.9</td>
<td>78.7%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
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<td><strong>17308.2</strong></td>
<td><strong>947.2</strong></td>
<td><strong>18253.4</strong></td>
<td><strong>11547</strong></td>
<td><strong>29800.4</strong></td>
<td><strong>61.3%</strong></td>
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</table>

*Subject to verification.
<table>
<thead>
<tr>
<th>Laney College</th>
<th>Sum '04</th>
<th>Fall '04</th>
<th>Spring '05</th>
<th>Year Total</th>
</tr>
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<tbody>
<tr>
<td>Contract</td>
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<tr>
<td>Hourly</td>
<td>933.946</td>
<td>2139.23</td>
<td>2034.94</td>
<td>5108.116</td>
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<tr>
<td>TOTALS</td>
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<td>3731.343</td>
<td>3522.903</td>
<td>8188.775</td>
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</table>

PCCD District Total
Laney College Total
Laney % of Total District Productivity

<table>
<thead>
<tr>
<th># of Contract Faculty</th>
<th>17989.43</th>
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<tbody>
<tr>
<td># of Part-Time Faculty</td>
<td>8188.775</td>
</tr>
<tr>
<td># of Classified Administrators</td>
<td>131.00</td>
</tr>
<tr>
<td># of Administrators</td>
<td>307.00</td>
</tr>
<tr>
<td># ofFaculty</td>
<td>10.00</td>
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</table>
Recommending Nature of Academic Senate Role

“The Legislature intended that academic senates retain their recommendatory character – an action that is advisory in nature rather than one having any binding effect. This is consistent with Ed Code §70901 definition of an Academic Senate, which authorizes their establishment as “an organization whose primary function is, as the representative of faculty, to make recommendations to the administration of the college and to the governing board with respect to academic and professional matters...”

Legislative Counsel of the State of California
Opinion Letter
April 1991
THE LAW

The Board of Governors of the California Community Colleges shall establish "minimum standards" and local governing boards shall "establish procedures not inconsistent" with those minimum standards to ensure:

- faculty, staff and students the right to participate effectively in district and college governance and

- the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

(Education Code Sections 70901 and 70902)
"Consult collegially" means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

1) Relying primarily upon the advice and judgment of the academic senate; or
2) That the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

(Title 5 §53200)
ACADEMIC SENATES
REGULATIONS

(a) The governing board of a community college district shall adopt policies for the appropriate delegation of authority and responsibility to its college and/or district academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters.

(Title 5 §53203)
BUDGET GLOSSARY

Abatement. The return of part or all of an item of income or expenditure to its source.

Academic employee. A district employee who is required to meet minimum academic standards as a condition of employment.

Account code. A sequence of numbers and/or letters assigned to ledger accounts for ease of reference.

Accounting. The process of identifying, measuring, and communicating financial information to permit informed judgments and decisions by users of the information.

Accounting period. The periods of time for which records are maintained and at the end of which summarizing financial statements are prepared.

Accounting procedures. All processes that discover, record, classify, and summarize financial information to produce reports and to provide internal control.

Accounting system. (1) The special field concerned with the design and implementation of procedures for the accumulation and reporting of financial data. (2) The total structure of records and procedures which discover, record, classify, and report information on the financial operations of an agency through its funds, balanced account groups, and organizational components.

Accounts payable. Amounts due and owned to others for goods and services received prior to the end of the fiscal year (includes amounts billed but not paid).

Accounts receivable. Amounts due and owned from others for goods and services provided prior to the end of the fiscal year (includes amounts billed but not received and amounts advanced but not repaid).

Accrual basis. The method of accounting which calls for recording income when earned (even though not collected) and expenditures when liability is incurred (even though not paid). Contrast with cash basis.

Activity. A set of institutional functions or operations related to an academic discipline or a grouping of services.

Actuarial basis. A basis used in computing the amount of contributions to be made periodically to a fund or account so that the total contributions plus the compounded earnings thereon will equal the required payments to be made out of the fund. The factors taken into account in arriving at the amount of these contributions include the length of time over which each contribution is to be held and the rate of return compounded on such contribution over its life.

Agency Fund. A fund used to account for assets held by a government unit as agent for individuals, private organizations, other governments, and/or other funds; for example, taxes collected and held by the country for a college district.
Allocation. Division or distribution of resources according to a predetermined plan.

Annual Appropriation Limit. (Gann Limit) In California all governmental jurisdictions, including community college districts, must compute an annual appropriation limit based on the amount in prior years adjusted for changes in population, cost-of-living, and other factors, if applicable (Article XIII-B of the State Constitution).

Apportionment. Allocation of State or Federal aid, district taxes, or other moneys to community college districts or other governmental units.

 Appropriation. An allocation of funds made by a legislative or governing body a specified time and purpose.

 Appropriation for contingencies (formerly termed Undistributed Reserve). That portion of current fiscal year’s budget not appropriated for any specific purpose and held subject to intrabudget transfer, i.e., transfer to other specific appropriations as needed during the fiscal year.

 Appropriation ledger. A set of accounts for amounts allocated or budgeted. Such accounts usually show the amount originally appropriated, transfers to or from other accounts, amounts charged against the appropriation, the encumbrances, the unencumbered balance, and other related information.

 Assessed valuation. Value placed upon personal and real property by a governmental unit for taxation purposes.

 Assessment. (1) The process of making the official valuation of property for purposes of taxation. (2) The valuation placed upon property as a result of this process.

 Assessment roll. In the case of real property, the official list containing the legal description of each parcel of property and its assessed valuation. The name and address of the last known owner are also usually shown. In the case of personal property, the assessment roll is the official list containing the name and address of the owner, a description of the personal property, and its assessed value.

 Assets. Anything owned that has value-tangible or intangible (see also current assets and fixed assets).

 Average Daily Attendance (ADA). The student workload unit formerly used as the basis for computation of State support for California community colleges. An ADA represents 52.5 class (contact) hours of student instruction/activity. The term ADA has been replaced by Full-time Equivalent Students (FTES). For details on ADA or FTES, see the Chancellor’s Office Student Attendance Accounting Manual and Form CCFS-320.

 Balance sheet. A basis financial statement that shows assets, liabilities, and fund balance by fund of an entity as of a specific date.

 BAM. Budget and Accounting Manual provided by the State Chancellor for community colleges.

 BFAP. Board Financial Assistance Program.
Budget. A plan of financial operation for a given period or specified purposes consisting of an estimate of income and expenditures.

Budget document. The instrument used by the budget-making authority to present a comprehensive financial program (for California Community Colleges, this is Form CCFS-311). Included is a balanced statement of revenues and expenditures (both actual and budgeted), as well as other exhibits.

Budgetary control. The management of business affairs in accordance with an approved plan of estimated income and expenditures.

Budgeting. The process of allocating available resources among potential activities to achieve the objectives of an organization.


Capital Outlay Projects Fund. The fund designated to account for the accumulation of receipts and disbursements for the acquisition or construction of capital outlay items. A fund established under Capital Projects Funds.

Capital Projects Fund. Category of funds in the Governmental Funds Group used to account for the acquisition or construction of capital outlay items.

CARE. Cooperative Agencies Resources for Education.

Cash. An asset account reflecting currency, checks, money orders, bank deposits, and bank’s drafts either on hand or on deposits with an official or agent designated as custodian of cash. Any restrictions or limitations as to the use of cash must be indicated.

Cash basis. Method of accounting in which income and expenditures are recorded only when cash is actually received or disbursed.

Chart of Accounts. A systematic list of accounts applicable to a specific entity.

Classification. Assignment of things into a system of categories.

Classification by activity. Categorization of district activities according to the unique function or purpose served.

Clearing accounts. Accounts used to accumulate total receipts or expenditures for later distribution among the accounts to which such receipts or expenditures are properly allocable or for recording the net differences under the proper account (See also revolving cash account, prepaid expenses, and petty cash).

Code. (1) A distinguishing reference number or symbol. (2) A statement of the laws of a specific field; e.g., Educational Code (EC), Penal Code (PC), Civil Code (CC), Labor Code (LC), etc.

Coding. A system of numbering or otherwise designating accounts, entries, invoices, vouchers, etc., in such a manner that the symbol used reveals quickly certain required information. To illustrate the coding of accounts, the activity code 6720 is assigned to expenditures made by the Department of Budget and Finance.
Community services. Educational, cultural, and recreational services which an educational institution may provide for its community in addition to regularly scheduled classes. Community college districts receive no direct State apportionment for community services.

Contingent liabilities. Item which may become liabilities as a result of conditions undetermined at a given date, such as guarantees, pending law suits, judgments under appeal, unsettled disputed claims, unfilled purchase orders, and uncompleted contracts. All contingent liabilities should be disclosed within the basic financial statements, including the notes thereto.

Contracted service. Services rendered by personnel who are not on the payroll of the college system, including all related expenses covered by the contract.

Controlling account. A summary account, usually maintained in the general ledger, in which is entered the aggregate of the debit and the credit postings to a number or identical, similar, or related accounts called subsidiary accounts. Its balance equals the sum of the balances of the detailing accounts.

Cost. (1) The amount of money or other consideration exchanged for property or services. Cost may be incurred even before money is paid; that is, as soon as liability is incurred. Ultimately, however, money or other consideration must be given in exchange. Again, the cost of some property or service may, in turn, become a part of the cost of another property or service. For example, the cost of part or all of the materials purchased at a certain time will be reflected in the cost of articles made from such materials or in the cost of those services in the rendering of which the materials were used, and (2) Expense.

Cost of living adjustment (COLA). The COLA is a reflection of the percentage change of the Implicit Price Deflator for State and Local Government Purchases of Goods and Services for the United States, as published by the United States Department of Commerce, from the fourth calendar quarter of the prior year to the fourth calendar quarter of the latest available year rounded up to the next hundredth. Depending upon State funds, this index is used to compute a cost of living adjustment augmentation to community college districts. Most commonly used to refer to percentage adjustments on salary schedules, i.e. for 2000-2001 the COLA was 3.17%.

Current assets. Assets that are available or can be made readily available to pay for the cost of operations or to pay current liabilities.

Current Expense of Education (CEE) - EC §84362, CCR §59200 et seq. The current General Fund operating expenditures of a community college district excluding expenditures for food services, community services, object classifications 6000 (except Equipment Replacement) and 7000, and other costs specified in law and regulations.

Current liabilities. Amounts due and payable for goods and services received prior to the end of the fiscal year. Current liabilities are paid within a relatively short period of time, usually within a year.

Debt limit. The maximum amount of bonded debt for which an entity may legally obligate itself.

Debt service. Expenditures for the retirement of principal and interest on long-term debt.

Deferred charges. Expenditures which are paid for prior to their occurrence. Example include discounted bonds sold and prepaid expenses, such as insurance.
Deferred income. Revenue received prior to being earned such as bonds sold at a premium, advances received on Federal or State program grants, or registration fees received for a subsequent period.

Deficit. Excess of liabilities over assets.

Designated income. Income received for a specific purpose.

Direct activity charges. Charges for goods or services that exclusively benefit the activity.

Direct expenses or costs. Expenses that can be separately identified and charged as a part of the cost of an activity, department, service, or a product.

DSSPS. Disabled Students Programs and Services.

Employee benefits. Amounts paid by an employer on behalf of employees. These amounts are not included in the gross salary, but are over and above. While not paid directly to employees, they are nevertheless a part of the cost of salaries and benefits. Examples are (1) group health or life insurance payments; (2) contributions to employee retirement; (3) district share of O.A.S.D.I. (Social Security) taxes; (4) worker's compensation payments.

Encumbrances. Obligations in the form of purchase orders, contracts, salaries, and other commitments for which part of an appropriation is reserved.

Enrollment fees. Imposed for the first time in 1984, a per credit unit fee was assessed to all students enrolled in community colleges classes. Originally established at $50 per semester for 6 or more credit units and $5 per unit for less than 6 credit units, the State-set required enrollment fee is $11 per semester credit unit for 2000-2001.

Enterprise Funds. A subgroup of the Proprietary Funds Group used to account for operations when the governing board has decided either that the total cost of providing goods and services on a continuing basis (expenses including depreciation) be financed or recovered primarily through user charges; or that the periodic determination of revenues earned, expenses incurred, and/or net income is appropriate for capital maintenance, public policy, management control, accountability, or other purposes.

Entitlement. An amount of money to which an entity has a right as determined by the granting or awarding party.

Entry. (1) The record of a financial transaction in its appropriate book of account. (2) The act of recording a transaction in the books of account.

EOPS. Extended Opportunity Programs and Services, Part A and B.

Equalization. State funding effort to provide funds to districts in an effort to minimize the revenue/FTES differences between districts based upon funds available for this purpose.
ERAF (Educational Revenue Augmentation Fund). Begun in 1992-93, ERAF legislation took a portion of local property tax going to counties, cities and other local agencies and redirected it to education within that county.

**Estimated income.** Expected receipt or accruals of moneys from revenue or non revenue sources during a given period.

**Expenditures.** Amounts disbursed for all purposes. Accounts kept on an accrual basis include only actual cash disbursements.

**Expendable Trust Fund.** A Trust Fund whose resources, including both principal and earnings, may be expended. Expendable Trust Funds are accounted for in essentially the same manner as governmental funds.

**Expense of Education.** This includes all General Fund expenditures, restricted and unrestricted, for all objects of expenditures 1000 through 5000 and all expenditures of activity from 0100 through 6700.

**Expenses.** Expenditures made or liabilities incurred for goods and services used in the current year.

**Fees.** Amounts collected from or paid to individuals or groups for services or for use of facilities.

**Fiduciary Funds Group.** A group of funds used to account for assets held by the district in a trustee or agent capacity on behalf of individuals, private organizations, student organizations, other governmental units, and/or other funds.

**Fifty (50) percent law.** A law requiring districts to spend at least 50% of its current expense of education on the salaries and benefits of classroom instructors.

**Fiscal year.** For governmental entities in the State of California, the period beginning July 1 and ending June 30. Otherwise, it is usually a period of one year, which can by agreement begin at any time and end one year later.

**Fixed assets.** Assets of permanent character having continuing value such as land, buildings, machinery, furniture, and equipment.

**Fixed costs.** Those costs that remain relatively constant regardless of enrollment or volume of business. Examples include interest, insurance, and contributions to retirement systems.

**Full-time Equivalent (FTE) Employees.** Ratio of the hours worked based upon the standard work hours of one full-time employee. For example, classified employees may have a standard workload of 40 hours per week, if several classified employees worked 380 hours in one week, the FTE conversion would be 380/40 or 9.5 FTE.

**Full-time Equivalent Students (FTES).** An FTES represents 525 class (contact) hours of student instruction/activity in credit and noncredit courses. Full-time equivalent student (FTES) is one of the workload measures used in the computation of State support for California community colleges (see form CCFS-320, “Apportionment Attendance Report”).
Functional accounting. A system of accounting in which records are maintained to accumulate income and expenditure data by purpose and usually are further classified within generalized functional areas such as instruction, administration, or operations.

Fund. An independent fiscal and accounting entity with a self-balancing set of accounts for recording cash and other financial resources, together with all related liabilities and residual equities or balances, and changes therein.

Fund balance. The fund equity of governmental funds and Trust Funds; the difference between assets and liabilities within a fund.

Fund group. Compilation of two or more individual funds used to report sources and uses of resources in providing some major service or group of services.

Gann Limit. See Annual Appropriation Limit.

GASB. Governmental Accounting Standards Board.

General Fixed Asset Accounting Group (GFA). A self-balancing group of accounts set up to account for fixed assets used in operations accounted for in governmental funds. General fixed assets include all fixed assets not accounted for in Proprietary Funds or in Trust and Agency Funds.

General Fund. The fund used to account for the ordinary operations of the district. It is available for any legally authorized purpose not specified for payment by other funds.

General ledger. A book, file, or other device in which accounts are kept to the degree of detail necessary to summarize the financial transactions of the community college system. General ledger accounts may be kept for any group of items of receipts or expenditures.

General Long-Term Debt Account Group (GLTD). A self-balancing group of accounts set up to account for the unmatured general long-term debt of a community college district and expected to be repaid from governmental funds.

General Reserve. An account to record the reserved budgeted to provide operating cash in the succeeding fiscal year until taxes and State funds become available.

General Revenue. An amount determined by the State-wide allocation formula for each community college district to be its base revenue, the major source of revenue for general unrestricted purposes. Components consist of property taxes, ERAF, 98% of enrollments fees, and State apportionment.

Generally Accepted Accounting Principles (GAAP). Uniform minimum standards of and guidelines for financial accounting and reporting.

Governmental funds. Grouping of funds used to account for activities directly related to an institution's educational objective.

Imprest account. An account into which a fixed amount of money is placed for the purpose of minor disbursements. As disbursements are made, a voucher is completed to record their date, amount, nature, and purpose. At periodic intervals, or when the money is completely expended, a report with substantiating vouchers is prepared and the account is replenished for the exact amount of the disbursements, and appropriate general ledger accounts are charged. The total of
cash plus substantiating vouchers must at all times equal the total fixed amount of money set aside in the imprest account (see petty cash and revolving cash account).

Income. (1) Revenues. (2) The excess of revenues over expenditures.

Interfund accounts. Accounts in which transactions between funds are reflected.

Interfund transfers. Money that is taken from one fund and added to another fund without an expectation of repayment.

Internal Service Funds. A subgroup of the Propriety Funds Group used to account for the financing of goods or services provided on a cost reimbursement basis by one department to other departments within or outside the community college district.

Intrabudget transfers. Amounts transferred from one appropriation account to another within the same fund.

Intrafund transfer. The transfer of moneys within a fund of the district.

Inventory. A detailed list showing quantities and description of property on hand at a given time. It may also include units of measure, unit prices, and values.

Investments. Securities, real estate, etc., held for the production of revenues in the form of interest, dividends, rentals, or lease payments. The term excludes fixed assets used in governmental operations.

Journal. Any accounting record in which financial transactions of an entity are formally recorded for the first time; e.g., the cash receipts book, check register, and journal voucher.

Ledger. A group of accounts in which are recorded the financial transactions of a governmental unit or other organization (see also General ledger and Appropriation ledger.)

Liabilities. Debt or other legal obligations (exclusive of encumbrances) arising out of transactions in the past which must be liquidated, renewed, or refunded at some future date.

Lottery. Funds derived from state lottery sales which began in 1985. Approximately 34% must be distributed to public schools and colleges. Allocation is based upon prior year resident and non-resident attendance.

Modified accrual basis (modified cash basis). Any method of accounting that combines the concepts of cash basis accounting with those of accrual accounting. Under the modified accrual basis those items of revenue for which a valid receivable can be recorded in advance of their due date, such as property taxes, should be recognized on the accrual basis; all other revenue items are recognized on the cash basis because the time of collection generally coincides with the determination of the amounts.
Nonexpendable Trust Fund. A Trust Fund, the principal of which may not be expended. Nonexpendable Trust Funds are accounted for in essentially the same manner as Proprietary Funds.

Nonrevenue receipts. Amounts received that either incur an obligation that must be met at some future date or change the form of an asset from property to cash and therefore decrease the amount and value of property. Money received from loans, sale of bonds, sale of property purchased from capital funds, and proceeds from insurance adjustments constitute most nonrevenue receipts.

Object. Expenditure classification category of an item or a service purchased.

Obligations. Amounts that an entity may be legally required to pay out of its resources. Included are not only actual liabilities, but also unliquidated encumbrances (see also Liabilities).

Partnership for Excellence. (Section 84754 of the Education Code) State program in support of community colleges approved as part of the State Budget within SB 1564, the major education trailer bill. This is a mutual commitment by the State and the community college system to significantly expand the contribution of the community colleges to the social and economic success of California. It is structured in phases, with substantial financial investment by the State in exchange for a credible commitment from the system to specific student and performance outcomes. (Excerpt from www.cceleague.org/partnership) Funded at $155,000,000 for 2000-2001.

PERS. Public Employees Retirement System.

 Petty cash. A sum of money set aside for the purpose of immediate payments of small accounts (see also imprest account and revolving cash account).

 Posting. The act of recording in an account in a ledger the data, either detailed or summarized, contained in a book or document of original entry.

Prepaid expenses. Goods or services for which payment has been made, but for which benefits have not been realized as of a certain date; e.g., prepaid rent, prepaid interest, and premiums on unexpired insurance. Benefits and corresponding charges to expenses will be borne in future accounting periods.

Prior Years' Taxes. Taxes received in the current fiscal year for delinquencies or impounds in previous fiscal years.

Program. Category of activities with common outputs and objectives. A program may cut across existing departments and agencies.

Program accounting. A system of accounting in which records are maintained to accumulate income and expenditure data by program rather than by organization or by fund.

Program-based funding. Implemented in 1991 as a result of AB 1725 enacted in 1988, a State method of calculating base revenue for community college districts on multiple workload measures, incorporating economy of scale factor for small districts and small colleges, and establishing standards and corresponding funding specified levels to achieve standards. This is not a spending formula.
Program costs. Costs incurred and allocated by program rather than by organization or by fund.

Property tax rate. See Tax rate.

Proprietary Funds Group. A group of funds used to account for those ongoing government activities which, because of their income-producing character, are similar to those found in the private sector.

Proration. Allocation of expenditures or income from a single source to two or more accounts to show the correct distribution of charges or income.

Protested (impounded) taxes. Tax money paid under protest and held by the county auditor pending settlement of the protest.

Purchase order. A document issued to a vendor to authorize the delivery of specified merchandise or the performance of certain services and the cost of same.

Real property. Property consisting of land, buildings, minerals, timber, landscaping, and related improvements.

Rebate. Abatement or refund which represents the return of all or part of a payment.

Reclassification. Redesignation of current year’s income or expenditure items previously posted to one account and later determined to be more properly charged to a different account.

Requisition. A document submitted initiating a purchase order to secure specified articles or services.

Reserve. An amount set aside to provide for estimated future expenditures or losses, for working capital, or for other specified purposes.

Reserve for Encumbrances. The segregation of a portion of a fund balance to provide for unliquidated encumbrances. Separate accounts may be maintained for current and prior year encumbrances.

Resources. All assets owned including land, buildings, cash estimated income not realized, and, in certain funds, bonds authorized but not issued.

Restricted accounts. Cash and/or other assets which are limited as to use disposition by their source. Their identity is therefore maintained and their expenditure or use is also recorded separately.

Revenue. Increase is assets without a corresponding increase in liabilities and does not represent exchange of property for cash (see nonrevenue receipts).

Revolving cash account. A state amount of money authorized by the district governing board to be used primarily for emergency or small sundry disbursements. The fund is reimbursed periodically through properly documented expenditures, which are summarized and charged to proper account classifications.
Sales and use tax. A tax imposed upon the sale of goods and services. The use tax is paid in lieu of the sales tax on goods purchased outside the State, but intended for use in the state.

Schedules. Explanatory or supplementary statements that accompany the balance sheet or other financial statements.

Scholarship and Loan Fund. The fund designated to account for moneys received and disbursed for scholarships, grants-in-aid, and loans to students.

Secured roll. Assessed value of real property, such as land, buildings, secured personal property, or anything permanently attached to land as determined by each county assessor plus the value of the property of public utilities as determined by the State Board of Equalization.

Self-insurance Fund. An Internal Service Fund designated to account for income and expenditures of self-insurance programs.

SEOG. Supplemental Education Opportunity Grant.

Shared revenue. Revenue collected by one governmental unit but shared (usually in proportion to the amount collected) with another unit of government or class of governments.

Site. Land which has been acquired or is in the process of being acquired.

Special Populations. Used to identify individuals with the same or similar characteristics. Commonly used in connection with categorical funding sources to identify eligible recipients. More specific information about certain categories of special populations may be obtained with the assistance of college staff working in those program areas.

Special Revenue Funds. A category of funds used to account for proceeds of specific legally restricted revenue for and generated from activities not directly related to the educational program of the college.

Stability. Funds provided to districts affected by decline to spread out the resulting loss of base revenue over a three-year period.

Statements. Formal written presentations setting forth financial information. The term includes exhibits, schedules, and written reports.

State School Fund-Section B. Moneys appropriated by the Legislature for distribution to community college districts.

Stores. (1) A system that enables supplies to be purchased in large quantities and charged to an asset account. The supplies are charged to the department when distributed. (2) The stockpiling of large amounts of supplies usually in a warehouse for future uses. (3) Large quantities of supplies in storage.

STRS. State Teachers Retirement System

Student Body Fund. A fund to control the receipts and disbursements for student association activities.
Student Financial Aid Fund. The fund designated to account for the deposit and payment of student financial aid including grants and loans or other money intended for similar purposes no excluding administrative costs.

Subsidiary account. A related account that supports in detail the debit and credit summaries recorded in a controlling account.

Subsidiary ledger. A group of subsidiary accounts, the sum of the balances of which equal the balance of the related controlling account.

Subvention. A grant or provision of assistance or financial support, usually from a one government unit to a subordinate jurisdiction.

Summary. Consolidation of like items for accounting purposes.

Supplanting. To use one type of funds to provide goods or services previously paid for with another type of funds. Generally, this practice is prohibited when State or federal funds are used to replace local funds.

Supply. A material item of an expendable nature that is consumed, wears out, or deteriorates in use; or one that loses its identity through fabrication or incorporation into a different more complex unit or substance.

TANF Temporary Assistance for Needy Families.

Tax and Revenue Anticipation Notes (TRAN). Instruments issued to secure short-term moneys borrowed in expectation of collection of taxes.

Tax liens. Claim by governmental units upon properties for which taxes levied remain unpaid.

Tax rate. The amount of tax stated in terms of a unit of tax base; for example, 25 mills per dollar of assessed valuation of taxable property.

Tax rate limit. The maximum rate of that a governmental unit may levy.

Tax redemption. Proceeds from the sale of tax-delinquent property.

Tax relief subventions. Amounts received to compensate community colleges for revenues lost due to tax exemptions, such as for business inventory or owner-occupied property.

Tax roll. The listing showing the amount of taxes levied against each taxpayer or property.

Taxes. Compulsory charges levied within its boundaries by a governmental unit against the income or property of persons, natural or corporate, to support its activities for the common benefit.
Taxes Receivable. An asset account representing the collected portion of taxes not yet apportioned to an entity at the close of the fiscal year.

Trial Balance. A list of the balances of the accounts in a ledger kept by double entry with the debit and credit balances shown in separate columns. If the total of the debit and credit columns are equal or if their net balance agrees with a controlling account, the ledgers from which the figures are taken are said to be “in balance.”

Trust Fund. A fund consisting of resources received and held by an entity as trustee to be expended or invested in accordance with the conditions of the trust.

Tuition. An amount charged for instructional services provided to a student.

TTIP. Telecommunications and Technology Information Programs

Unencumbered balance. That portion of an appropriation or allotment not yet expended or obligated.

Unrealized income. Estimated income less income received to date; also, the estimated income for the remainder of the fiscal year.

Unsecured roll. Assessed value of personal property other than secured property.

Variable costs. Those costs that fluctuate directly with enrollment or volume of business, as opposed to fixed costs.

Vocational and Applied Technology Education Act of 1990 (VATEA). Federal act which provides funds for special studies, demonstration projects, and supplemental services to special populations. Refer to the following publications for more specific information:


3. Federal Register, Volume 57, Number 58, August 24, 1992

Voucher. Any document that supports or verifies a certain financial transaction.

Voucher warrant. A form embodying a warrant and voucher in one document.

Warrant. A written order drawn by the governing board or its authorized officer(s) or employee(s) and allowed by the county auditor, directing the county treasurer to pay a specified amount to a designated payee. A warrant may or may not be payable on demand and may or may not be negotiable.
Appendix B: District Educational Master Plan
# The Peralta Colleges

Berkeley City College ♥ College of Alameda ♥ Laney College ♥ Merritt College

## Charting Our Course for the Future:

Peralta's District-Wide Plan for Educational Excellence

July 8, 2008

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### Appendices

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- Long Range Enrollment Projections
- Committee for Strategic Educational Planning Summary Report
- Accelerated Program Review Handbook
- District Wide Discipline Planning Handbook

Please contact the Educational Services Department for appendices.
Acronyms and Terminology

Key acronyms and terms used in this plan are defined below. The term “career-technical education” is used in place of the term “vocational education” to be consistent with current usage in state and federal legislation and programs.

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<td>Foundation Skills Education</td>
<td>Skills in reading, writing, mathematics, and English as a Second Language, as well as learning skills and study skills which are necessary for students to success in college-level work. (The Research and Planning Group for California Community Colleges, July 2007)</td>
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<td>Career-Technical Education</td>
<td>Career Technical Education (CTE) courses and programs are those educational options that offer specific occupational and technical skills related to identified industry clusters.</td>
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District Wide Educational Master Planning Committee 2007-2008

Chair: Gary Yee, Vice Chancellor of Educational Services. Facilitation: Paul Downs

Berkeley City College          College of Alameda          Laney College          Merritt College

Academic Senate President       Joseph Bielanski            Carlotta Campbell       Shirley Coaston          Tom Branca

At-Large Faculty                Fabian Banga                Bob Grill               Cheli Fossum             David Morales

Vice President, Instruction    Debbie Budd                Jannett Jackson         Elnora Webb              Linda Berry

Vice President, Student Services Mario Rivas              Kerry Compton           James Bracy              Josue Hoyos

The Peralta Community College District Board of Trustees unanimously accepted the District Wide Educational Master Plan on July 8, 2008.
I. Introduction

The District-Wide Educational Master Plan is an overall framework for the evolution and development of the Peralta Community College District. Drawing on environmental scan reports, program reviews, and unit plans, the plan sets overarching directions for meeting the needs of students and the community through a coordinated approach across the four colleges and district service centers.

The District Wide EMP is an umbrella statement of direction for the four College Educational Master Plans, which provide more detailed goals and strategies that are unique to each college’s needs. The District Wide EMP presents the common long-range planning assumptions for the colleges and describes the processes and procedures by which the four colleges will work together. The college master plans and the District Wide EMP were developed collaboratively to create an integrated planning framework linking program review, educational planning and resource allocation. The integrated planning approach achieves one of the major goals of the District Wide Strategic Plan and fulfills the major district-level accreditation recommendation.

The Peralta District has a strong history of collaborative planning. Starting with the major realignment of career-technical programs in the 1980’s, the colleges and district-wide offices have maintained processes that bring the colleges together regularly to plan for the future. This District-Wide Education Master Plan builds on this foundation and sets goals that are intended to strengthen the district’s collaborative processes for charting overall educational directions.

Plan Purpose

The purpose of the plan is to present a shared educational “road map” for the Colleges and district service centers for the next 15 years. This shared district-wide road map is made up of the agreed-upon educational principles, goals, and integrated planning and budgeting processes that provide both a clear future direction and a set of adaptive mechanisms to ensure the plan is a living document. The district wide plan documents the common planning criteria, methodologies, and agreements that bring consistency to and provide a context for the four College Educational Master Plans.

The district-wide plan’s road map is composed of several specific elements:

1. **Educational Program Framework:** The set overarching program themes that provide a shared focus for the colleges, and the unique areas of career-technical focus for each college.

2. **Integrated Instructional and Student Service Strategies:** The educational strategies for instruction and student services to meet current and anticipated needs of students.

3. **Shared Decision-Making Criteria and Processes:** Document the processes shared across the colleges on a district-wide basis that will enable the colleges and district as a whole to remain flexible and adaptive to change

4. **Long-Range Growth Assumptions:** A set of integrated enrollment growth projections and assumptions regarding distance learning, education centers, non-state funded education, and enrollment management to achieve the enrollment goals.
Plan Development Process

The concepts presented in the plan reflect the contributions and agreements of faculty, staff, students and administrators who participated in several planning processes over the period from September 2006 to June 2008. The plan reflects an iterative process of district-wide planning discussions integrated with college-based discussions.

Initial Planning Foundation; Strategic Planning Steering Committee

District-wide collaborative planning was a major theme of District-Wide Strategic Plan, published in June 2006. The plan was the result of the work of a 40-member Strategic Planning Steering Committee (SPSC) representing the four colleges, faculty, staff, administrators and students. The work of the SPSC was responsive to college stakeholder input received at town hall meetings at each college, flex day activities and college councils. The SPSC also responded to the accreditation recommendation that the colleges and district office establish an integrated strategic planning process to address educational and resource planning across the colleges and district functions.

Process Guidance; Strategic Management Team and District-Wide Educational Master Planning Committee

In Fall 2006, the Strategic Management Team (SMT) – composed of the college presidents, the vice chancellors, and the chancellor – responded to the SPSC’s recommendation in the Strategic Plan that there be an integrated educational master planning effort. The SMT reviewed and approved an educational planning process developed by the Vice Chancellor of Educational Services. The District-Wide Educational Master Planning Committee (DWEMPC) provided the primary venue for integrating the various strands of educational master planning. The committee membership was based on a standard composition from each college: the Vice Presidents of Student Service and Instruction, the Academic Senate President, and an at-large faculty member. The Vice Chancellor of Educational Services chaired the committee with support from an external consultant.

Faculty and Dean Input Via Program Review

The educational planning process started formally with two parallel efforts in the spring of 2007. The first element was the refinement and implementation of a shared approach for program review. This involved faculty throughout the district: Laney and Berkeley city College completed program review in an accelerated mode for all disciplines, while College of Alameda and Merritt College completed more extensive program review for specific disciplines. (All colleges and disciplines undertook a consistent level of review by completing unit plans for all disciplines.) The program reviews were primarily source documents for college level planning.

Academic Senate Presidents and Vice Presidents of Instruction—the Committee for Strategic Educational Planning

The second track was the development by an ad-hoc committee of a complementary process for assessing instructional programs on a college-wide basis using consistent criteria of quality, relevance, and productivity. The Committee for Strategic Educational Planning (CSEP) met from
February 28, 2007 to May 22, 2007. CSEP members included the Academic Senate Presidents from each college, the Vice President of Instruction for each college, and Dr. Margaret Haig, then Vice Chancellor for Educational Services. The criteria developed by CSEP were integrated with program review in the Unit Planning process, where all disciplines reviewed the criteria in conjunction with the data collected during the program review.

**Student Services Planning**

Student services issues were integrated into planning discussions throughout the process, especially in the development of the student cohort model. The original strategic planning steering committee had significant student services representation, as did the district wide educational master planning committee. In addition, the matriculation committee provided leadership. There is standing practice of using consistent policies and procedures for student services throughout the district.

**Faculty Input at August 2007 Flex Day**

At the August 2007 Flex Day, the Vice Presidents of Instruction presented the results of the CSEP process and, with College Deans, led faculty groups in discussing district-wide issues for each discipline (for example, all Math faculty met together, all librarians met together).

**Unit and College Planning in Academic Year 2007/2008**

In Fall 2007, each instructional discipline completed a unit plan. Based on a consistent district wide template, faculty and deans examined program review data, the CSEP criteria, and college planning material. The instructional unit plans present future program and goals and the resource and equipment needed to support student success. Each college then reviewed and aggregated the unit plans into a College Educational Master Plans, using information from a series of internal and external environmental scan assessments prepared by an external consultant.

**College Educational Master Planning Committee Convention March 2008**

Representatives from all four college educational master-planning committees convened at Merritt College to discuss issues and options related to collaborative planning. The session allowed participants to share ideas across the colleges and identify factors needed to support effective coordinated planning.

**District Wide Plan Integration; Spring 2008**

The District-Wide Educational Master Plan represents the recommendation of DWEMPC to synthesize the inputs and discussions that constituted the planning process. DWEMPC’s goal was to develop a plan that responded as directly as possible to student and community needs as reflected in the planning studies and decision-making tools, for example, the environmental scans and CSEP process. Also, DWEMPC’s role was to suggest an approach that would work for the colleges collectively as a whole, taking a district wide perspective.
Plan Organization
The plan is organized into six sections.
I. Introduction
II. District-Wide Educational Planning Context
III. Shared Priorities and Processes
IV. Culture of Evidence and Accountability

Strategic Plan Summary
The District Wide Strategic Plan was developed through discussions of a 40-person steering committee representing faculty, classified staff, students and administrators. This section summarizes the key concepts of the plan, which are the foundation for educational planning.

Mission/Vision
The mission/visual statement describes the shared future the District is committed to creating.

We are a collaborative community of colleges. Together, we provide educational leadership for the East Bay, delivering programs and services that sustainably enhance the region’s human, economic, environmental, and social development. We empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives. Together with our partners, we provide our diverse students and communities with equitable access to the educational resources, experiences, and life-long opportunities to meet and exceed their goals.

Values
The Strategic Plan includes the values that represent the core commitments and beliefs that will guide our actions and our efforts to realize the vision of the Strategic Plan. There are three overarching values.

Students and Our Communities
The colleges and service centers are committed fundamentally to the success of students and flourishing of the surrounding communities. This includes commitment to ensuring equity of access, services and outcomes. The institution values and celebrates the strengths of our diverse students, communities, and colleagues. Values: Student Success and Equity; Diversity.

Excellence and Innovation
Peralta promotes the highest level of quality in all programs and services. The colleges and service centers support creative approaches to meet the changing demographic, economic and educational needs of our communities. We effectively manage resources. We engage in model environmental sustainability practices. Values: Excellence; Innovation; Financial Health; Environmental Sustainability.
Communication and Collaboration

The colleges and service centers use a consultative decision-making process based on trust, communication and critical thinking. We support one another’s integrity, strength and ability. We promote the development of all employees. We seek first to understand, then be understood. We treat one another with care and respect. Values: Collaboration; Trust; Employee Development; Communication; and Respect.

Principles

The Strategic Plan includes a set of principles to provide guidance for planning, decision-making, and institutional processes.

- Educational Needs are Primary
- Planning Drives Resources
- Shared Governance
- Diversity and Shared Strengths
- Organizational Development
- Collaboration
- Future Orientation
- Environmental Sustainability
- The Service Center Role
- Community and Individual Empowerment

Strategic Goals

The Strategic Plan includes a set of outcome-based goals, each of which includes a set of implementation strategies.

A  Advance Student Access, Equity, and Success
   Actively engage our communities to empower and challenge all current and potential students to succeed.

B  Engage Our Communities and Partners
   Actively engage and partner with the community on an ongoing basis to identify and address critical needs.

C  Build Programs of Distinction
   Create a cohesive program of unique, high-quality educational programs and services.

D  Create a Culture of Innovation and Collaboration
   Implement best practices in communication, management, and human resource development.

E  Develop Resources to Advance and Sustain our Mission
   Ensure that resources are used wisely to leverage resources for student and community success in a context of long-term environmental sustainability.
II. District Wide Educational Planning Context

The District Wide Master Plan responds to the challenges and opportunities identified in scans of the district’s internal and external environments conducted in 2007.

External Scan

The study documents important shifts in demographics, economics and community needs:

- **MODERATE AREA GROWTH CONTINUES**, shifting to the northern part of district: suggesting the possibility of new district off-campus community centers in that area as well as others.

- **MORE DIVERSE POPULATIONS**, foreign immigrants are 1/2 of area growth: suggesting the need for continued, robust ESL programs, possibly with a non-credit component.

- **AN AGING POPULATION, WITH LOWER NUMBERS OF HIGH SCHOOL GRADUATES**: suggests earlier PCCD intervention into K-12 to sustain transfer credit programs and marketing to new 55+ niches, through non-credit, community and contract education.

- **HIGHER HIGH SCHOOL DROP-OUT RATES, BUT ALSO HIGHER INTEREST AND PREPARATION OF GRADS**: suggests the need for urgent K-12 early intervention with academic and career counseling as well as instruction.

- **STUDENTS ARE CHANGING**, becoming more IT/Media conversant, but with less time for study, greater need for study and time management skills, and more diverse learning styles (as they become more culturally diverse): suggesting more work on basic skills and staff development oriented to student needs and learning styles - proactive and in “communities” or groups – with more technology and in facilities with flexible rooms and other learning areas.

- **PCCD HAS A MAJOR ROLE IN AREA DEVELOPMENT**, responding to area labor market needs, training for emerging sectors, and marketing to area niches with low college-going rates.

- **PCCD CAN TRAIN FOR MOST AREA JOBS**, including transfer programs for managers, accountants, teachers, software engineers; and workforce preparation of RNs, 1st Line Supervisors, carpenters, green technologists, logistics (supply-chain and distribution managers, truckers), teacher aids, customer service reps, home health aids, wholesalers, and other career skills high area demand.

Internal Scan

- **LACK OF CLASSROOM TECHNOLOGY TOOLS**. Faculty focus groups suggests a general lack of technology tools in PCCD classrooms – too few projections systems, smartboards, and computers – all needed to support current styles of teaching. Moreover, all faculty and students should have computer access. About six of every 10 community college students enroll with computer access; the others do not and need help with it.
OPPORTUNITY TO DIVERSIFY DELIVERY. PCCD delivers its instruction in four relatively small colleges and virtually all by classroom-based credit classes, little online or in the non-credit mode. PCCD’s community service and contract education also are minimal, far smaller than typical community colleges in California.

ONGOING FUNDAMENTAL SKILLS CHALLENGES. Fewer (than average) students from PCCD feeders reach high school graduation, but when they do they are more interested and prepared than is usual. Still, four of every five who are assessed on entry lack college-level skills. Moreover, today’s students even while more literate in IT skills, seem to have fewer study skills and less time for study. Despite this, PCCD college students’ success in basic skills courses is at the average of community colleges, and higher than average in effectively moving on to higher-skilled classes. The instructional challenge at PCCD colleges is made all the more difficult by the high proportion of students who come with post-collegiate skills – one in every five has a baccalaureate, producing a wide range of learning capabilities – and the many learning styles that result from a culturally-diverse enrollment.

POSITIVE TRANSFER: The PCCD colleges’ performance in transferring students is average or above (compared to other colleges) as measured by the expected rates – half of PCCD students who intend to transfer, prepare and do so within six years of starting. More PCCD transfers stay in California than is typical, and not surprisingly, many more go to U.C. Berkeley.

CAREER TECHNICAL EDUCATION: Overall, PCCD colleges’ workforce preparation programs tend to be undersized relative to the area’s job training needs, especially for teachers (and aids), RNs, engineers, carpenters, green and bio technologists, customer service reps, 1st line supervisors, logistics workers, machinists, home health aids and the like. PCCD’s role in workforce preparation should be (1) as a “major strategic player” in the area’s economic development, (2) to respond to area labor market needs, largely replacements for vacancies in existing jobs, and (3) as the enrollment manager and marketer of programs to potential student niches.

PCCD’s fiscal health arguably is better than it has been for decades what with an adequate reserve, recent passage of two capital bond measures, and the OPEB bond solution to the district’s unfunded retiree health benefits.

HEAVY RELIANCE ON STATE FUNDING. That said, the need to fund its priorities becomes problematic with the emerging State budget situation and PCCD’s heavy reliance on State revenue. The deficit, fiscal emergency and proposed suspension of Proposition 98 argue for greater PCCD “extramural” funding – contract, community education, partnerships, and other cost-recovery pricing of instruction.

MIXED SPENDING PATTERNS. Peralta spends less per student than would be expected with its small colleges and their diseconomies of scale – less for instruction because of relatively high faculty productivity, heavy use of tenured overloads and part-time faculty, lower faculty salary payments, and specialization – at just one college – of potentially high cost programs. Student support services and administrative costs per student at PCCD are about average, while (from another perspective) classified salaries, employee benefits and operating expenses and equipment are above average cost.

LONG RANGE BUDGET MODEL. PCCD’s expenditure patterns and future funding uncertainties suggest the need for PCCD to begin a cost and benchmarking study to examine
fixed and variable costs, implement a budget allocation model to fairly and effectively
distribute appropriations across the colleges, and develop a long-range (five-year) budget
simulation model.

Existing District Wide Processes and Successes

There have been many examples of district wide collaboration for the benefit of students and the
community. A few examples are presented below:

- Peralta ESL Advisory Committee
- Librarians coordination meetings
- Student Services coordination meetings
- Distance Learning task force
- Alignment of curricula in some departments
- Committee for Strategic Educational Planning (CSEP)
- District Wide Educational Master Planning Committee
- Strategic Management Team
- Facilitation Corps
III. Shared Priorities and Processes

This chapter presents the long-range assumptions and district-wide priorities of the District Wide EMP. The long-range assumptions indicate the overarching approaches the colleges will implement to respond to the needs presented in the environmental scan. The priorities list the plan’s specific recommendations and process proposals, organized according to specific educational issues.

This chapter is presented in two sections. The first describes long-range assumptions and the second presents the educational master planning priorities and associated strategies. The graphic on the following page shows that the assumptions and priorities support the Peralta vision.

Long-Range Assumptions: The long-range assumptions present the overall growth strategy and path of the District Wide Educational Master Plan. These assumptions will form the foundation for future planning for facilities, financial resources, information technology, and human resource planning. It is important to recognize that these are starting point assumptions that will not limit the flexibility of the colleges or service centers. Rather they describe the overall long-range intentions of the colleges and district service centers regarding critical educational issues, which will be refined and developed through detailed implementation efforts.

EMP Priorities: The educational master planning priorities present the detailed processes and procedures developed for improving delivery of educational programs and services, especially regarding enhanced processes for collaboration. The priorities were developed collaboratively through discussions at DWEMPC, SMT and the college educational planning committees. There are three priorities:

- Students First
- Culture of Collaboration
- Shared Governance and Decision Making
Peralta’s Vision

We are a collaborative community of colleges….
Building communities
Transforming lives
Creating leaders

Long-Range Assumptions

- Programs of Distinction
- Distance Education
- Education Centers
- Enrollment Management
- Active Learning
- Non-State Funded Education

Educational Master Plan Priorities

Students First
The Colleges will tailor instruction, student services and delivery to the needs of students.

Culture of Collaboration
Instructional and student services departments will regularly coordinate planning on a district wide basis to support student success.

Shared Governance and Decision Making
There will be an annual process to integrate educational, facilities, technology, and staffing resource planning and allocation.
LONG RANGE ASSUMPTIONS

The following assumptions describe the overarching educational approach and priorities of the district at for the next 15 years. The projections respond to the scan and set out an ambitious, achievable growth path. This is based on the finding that Peralta is below historic levels of access. The enrollment projections analysis evaluated the differential participation and demographic growth rates to determine a feasible and robust scenario for the district’s overall growth (see appendices). The projections assume that PCCD’s market penetration (MP) is projected to increase by one-fourth, from 64 fall enrollment per 1,000 district 15+ population in 2007 to 80 per 1,000 by 2022. This significant improvement would take total district enrollment to its the highest level of market penetration since 1983, just prior to the beginning of tuition for California community college students.

### LONG-RANGE FTES TARGETS

<table>
<thead>
<tr>
<th></th>
<th>Annual Growth Rate</th>
<th>FTES</th>
<th>Annual Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laney College</td>
<td>0.7%</td>
<td>8,647</td>
<td>10,600</td>
</tr>
<tr>
<td>Merritt College</td>
<td>0.8%</td>
<td>4,404</td>
<td>6,600</td>
</tr>
<tr>
<td>College of Alameda</td>
<td>0.0%</td>
<td>3,635</td>
<td>6,000</td>
</tr>
<tr>
<td>Berkeley City College</td>
<td>7.3%</td>
<td>3,490</td>
<td>6,000</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1.2%</td>
<td>20,176</td>
<td>29,200</td>
</tr>
</tbody>
</table>

To achieve this high level of access, the projections are based on the following assumptions, which are described in detail on pages 12 and 13:

1. Development of shared and unique programs of distinction
2. Increase in distance education delivery, both hybrid and full online
3. Development of education centers
4. Use of enrollment management to attract and support the success of additional students
5. Use of active learning to improve success and retention
6. Increase in use of non-state funded education (contract, community service, grant, etc.)

The colleges will use these assumptions to guide the expenditure of Measure A funding, especially the balance of expenditures between facilities modernization, technology and equipment. Peralta has a high need for upgraded classroom technology and equipment. Also, the plan calls for a significant increase in distance learning and smart classrooms. The development of the facilities master plans in accordance with the educational planning assumptions described in this section will ensure that spending on bricks and mortar is balanced so that the modernized facilities have the equipment and technology to support educational success.
Much of the growth in enrollments is projected to occur through off-campus instruction and distance education, as shown below.

<table>
<thead>
<tr>
<th>Percent of WSCH Off-Campus</th>
</tr>
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<tbody>
<tr>
<td><strong>2007</strong></td>
</tr>
<tr>
<td>Laney College</td>
</tr>
<tr>
<td>Merritt College</td>
</tr>
<tr>
<td>College of Alameda</td>
</tr>
<tr>
<td>Berkeley City College</td>
</tr>
</tbody>
</table>

**Assumption 1: Programs of Distinction**

The colleges and service centers will support a coordinated set of shared and unique programs of distinction. The colleges will develop new programs and maintain existing programs that respond to enduring and emerging community and workforce needs. In some fields, two or more colleges will provide coordinated programming, while in others are unique areas where only one college will focus. (See CC5 Implement a Coordinated District-Wide Program Strategy)

The colleges will share the following broad themes:

- Foundation skills
- Business and Technology Applications
- Biosciences
- Environmental Sustainability and Civic Engagement
- Global Awareness and Languages

The colleges will focus in the following areas:

- Laney: green design and construction, wellness, bio-manufacturing, performing arts, business, public service
- Merritt: health, bioscience, public safety, child development, hospitality, landscape horticulture
- Alameda: transportation and logistics, green technology, bioinformatics, biotechnology
- Berkeley: biotechnology, bioscience, multi-media arts, human services, international trade, American sign language

**Assumption 2: Distance Education**

Peralta will increase its use of hybrid and fully online courses. The assumptions are that the district will shift one of every 10 courses to online hybrid status by 2012, and continue that expansion such that one in every five courses are online by 2017. (See SF7: Distance Learning.)
Assumption 3: Education Centers

Development of three education centers will be explored as a strategy to increase access. The college will start with a model for the centers and phase one in as a pilot. A possible phase in schedule is to open the three centers in 2010, 2012, and 2014. The exact locations of these sites are subject to further study, but should be somewhere in the district’s northern end and southern end, south of Merritt. Student out-of-class services as well as instruction would be offered at these centers; i.e., they are more substantial than “store-front” operations, may be owned by the district, and may qualify for extra State “foundation” operating support as well as for capital funding. (See SF10 Education Centers.)

Assumption 4: Comprehensive Enrollment Management

The colleges and service centers will initiate several enrollment management (EM) strategies directed largely at targeting recruitment, retention and student success for specific student cohorts. (See SF1: Implement Comprehensive Enrollment Management by Cohorts.)

- Further improving the PCCD’s market penetration (MP) among younger, <25 year-olds, through concurrent high school enrollments, expanded basic skills instruction, ESL and counseling, targeting current high school students as well as those who’ve dropped out or who’ve graduated, but do not continue.
- The 55+ year-old cohort, especially in the hills area and for specific skills niches like customer service reps, teacher aids and information technology.
- More business and industry partnerships for the (re)training of 25-54 year-olds.
- Improvements in marketing, yield, enrollment, scheduling and retention.

Assumption 5: Active Learning Classrooms

Modern pedagogy and use of technology and group projects requires flexible learning spaces. This assumption indicates that some instruction delivered in active learning labs, while still using larger lecture rooms. Overall productivity targets are still attained. A long-term goal is to use active learning classrooms to support effective learning. There needs to be additional analysis to reconcile the state’s inadequate space allocation with active learning. (See SF8: Facilities and Equipment for Student Success.)

Assumption 6: Non-State Funded Education

There are several types of alternative education delivery, which are important options for increasing non-state revenue and serving a broader set of needs. This assumption indicates that there will be an increased and coordinated effort to offer grant-funded, contract, community service education, as well as educational visiting international students and out-of-state students. (See SF9: Non-State Funded Education.)
PRIORITIES

There are three overarching priorities, each of which will be implemented through a series of action initiatives:

1. **Students First:** The first priority is to ensure that student needs and success are the foundation for all decision making about educational programs and services. This priority will be implemented through the following strategies.
   - SF1 Implement Comprehensive Enrollment Management by Cohorts
   - SF2 Foundation Skills
   - SF3 Equity Goals and Removing Access Barriers
   - SF4 Student Learning Outcomes
   - SF5 Student Services and Matriculation
   - SF6 Library Instructional Programs and Services
   - SF7 Distance Learning
   - SF8 Facilities and Equipment for Student Success
   - SF9 Non-State Funded Education
   - SF10 Education Centers
   - SF11 Special Programs and Grants

2. **Culture of Collaboration:** Build on current collaborative processes expand service to students and the community. This priority will be implemented through the following strategies.
   - CC1 Student Services-Instruction Collaboration
   - CC2 Institutionalize District Wide Educational Decision-Making
   - CC3 Update Budget Allocation Model
   - CC4 Implement A Coordinated District-Wide Program Strategy
   - CC5 Implement and Institutionalize CSEP Grow/Revitalize Criteria in Unit Planning/Program Review
   - CC6 Implement Annual Process of Collaborative Discipline Planning (CDP)
   - CC7 Partnering with Areas Colleges and Universities
   - CC8 Schedule Coordination

3. **Shared Governance and Decision Making:** Strengthen structured processes for evaluating evidence, considering innovative options, and making effective decisions. This priority will be implemented through the following strategies.
   - SG1 Implement Annual Planning-Budgeting Integration Cycle
   - SG2 Implement Annual and Multi-Year Planning Calendar
PRIORITY 1: STUDENTS FIRST

Student success is the overarching goal of the colleges. This section presents a series of strategies for ensuring that the needs of students are at the core of Peralta’s planning and decision-making processes. The following principles present an overall educational framework for the strategies in the plan.

Core Educational Principles

The following educational principles are the foundation for Peralta’s programs and services.

1. **Student empowerment**: Students are supported to become active and responsible participants in achieving academic success.

2. **Social engagement, peer-learning, mentoring and tutoring**: Peralta builds on best practices demonstrating the effectiveness of socially-based learning models.

3. **Convergence of academic and career-technical education**: Opportunities for integrating academic and career-technical fields are sought.

4. **Service Learning and Civic engagement**: Students are provided opportunities to apply learning actively in the community.

5. **Foundation skills as integrated institutional priorities**: The provision of foundation skills – also known as “basic skills” – is a central priority of Peralta’s educational philosophy.

6. **Active learning**: Pedagogy emphasizes application of learning and active demonstration by students.

7. **Contextualized learning**: Peralta creates opportunities to place learning in the career and educational contexts that are most meaningful to students.

8. **Diverse learning styles**: Teaching and learning opportunities reflect the full range of learning modes.
Implement Comprehensive Enrollment Management by Cohorts

The Vice Chancellor, Educational Services will lead the Vice Presidents and instructional and student services faculty and staff in implementing an integrated and comprehensive approach to enrollment management. The key to this strategy is to tailor an overall approach to meet the needs of distinct student cohorts.

### Cohort 1: Beginning the Journey—Traditional college age and concurrently enrolled

<table>
<thead>
<tr>
<th>Sub-Cohort</th>
<th>Age Range</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Starters</td>
<td>12-18 years</td>
<td>10%</td>
</tr>
<tr>
<td>Intensives</td>
<td>19-24 years</td>
<td>31%</td>
</tr>
</tbody>
</table>

### Cohort 2: Adjusting the Course—Re-Entry, Incumbent Workers, Life-Long Learners

<table>
<thead>
<tr>
<th>Sub-Cohort</th>
<th>Age Range</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-Entry</td>
<td>25-54 years</td>
<td>51%</td>
</tr>
<tr>
<td>Incumbent Workers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life-Long Learners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Cohort 3: Enriching Life: Incumbent Workers and Life-Long Learners

<table>
<thead>
<tr>
<th>Sub-Cohort</th>
<th>Age Range</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incumbent Workers</td>
<td>55+ years</td>
<td>8%</td>
</tr>
<tr>
<td>Life-Long Learners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The approach will integrate marketing, student services, instruction and the college experience in a way that is tailored to the needs of the distinct cohorts. The desired result is a highly coordinated approach that results in high levels of access, retention and success. Enrollment management will integrate the following elements:

**Marketing:** Changes to the host of strategies for reaching PCCD’s markets and the specific educational niches which it can and should serve.

**Pricing:** How to effectively differentiate student costs by delivery, financial aid, and other means

**Enrolling:** Improvements to the policies and procedures of application, admissions, counseling, registration, advising, scheduling, and the like

**Instructing:** What learning and delivery strategies work best? What changes are needed to embrace those strategies? Balancing face-to-face and distance learning.

**Retaining:** How current strategies are working. Needed changes? If so, how? Appropriate classroom, assessment, counseling and follow-up strategies.
**The total experience:** What kinds of (changes to) student life activities, opportunities, and “TLC” are needed to round out the “PCCD experience?”

**Follow-up:** Placing and following students: you’re gone, but not forgotten. The use of alumni in marketing and college development.

**Cohorts:** The cohorts have clearly different profiles based on their stated goals and course taking behavior. This suggests methods for more appropriately meeting their needs.

<table>
<thead>
<tr>
<th>Cohort (Fall 2006 Data)</th>
<th>Age</th>
<th>Proportion of All Students</th>
<th>Full Time (%)</th>
<th>BA + (%)</th>
<th>Undecided</th>
<th>Transfer</th>
<th>Career</th>
<th>Cultural Enrichment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Beginning the Journey</td>
<td>19-24</td>
<td>31%</td>
<td>44%</td>
<td>6%</td>
<td>33%</td>
<td>23%</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>2 Adjusting the Path</td>
<td>25-54</td>
<td>51%</td>
<td>23%</td>
<td>27%</td>
<td>27%</td>
<td>18%</td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td>3 Enriching Life</td>
<td>55+</td>
<td>8%</td>
<td>11%</td>
<td>47%</td>
<td>36%</td>
<td>5%</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>Total / Average *</td>
<td>90%</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The cohort-planning model recognizes that “one size does not fit all” given the colleges’ diverse students. The unique needs of each cohort will guide the planning and delivery of all aspects of planning and service delivery. The core principles guiding the implementation of the cohort approach include the following concepts:

- Each cohort is an important student population and will receive services designed to meet their needs.
- There are sub-cohorts for each cohort, especially the 25-54 age group. Specialized approaches will be developed for these groups.
- Once outreach, student success and curriculum/scheduling approaches are determined for each cohort, an integrated approach will be developed that meets as many of the needs as possible. For example cohort one will need a schedule of non-overlapping courses that would facilitate graduation within two years, while cohort 2 will benefit from evening and weekend classes (and on-site contract education). Where appropriate, strategies will be devised that meet the needs of several cohorts.
Current Student Distribution

Although cohort 2 is the largest overall, this is because it includes all students from age 25 through age 54. Disaggregating the data shows that when a consistent age increment is applied, the 19-24 year old group is by far the largest five-year age category.

The following table presents the overall strategy for meeting the needs of the cohorts. This will be reviewed and incorporated into college and district-wide planning and implementation for recruiting, student services, instruction, scheduling and delivery.

<table>
<thead>
<tr>
<th>Cohort 1: Beginning the Journey</th>
<th>Strategic Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Starters</td>
<td>Strengthen K-12 partnerships to include curriculum alignment and early assessment through top-to-bottom approach.</td>
</tr>
<tr>
<td>Intensives</td>
<td>Freshman experience, summer bridge, targeted foundation skills, tutoring/mentoring, campus life, scheduling to meet needs of Intensives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cohort 2: Adjusting the Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-Entry</td>
<td>Re-Entry Program: counseling; peer support/tutoring;</td>
</tr>
<tr>
<td>Incumbent Workers</td>
<td>Contract Education and certificate and degree CTE offerings.</td>
</tr>
<tr>
<td>Life-Long Learners</td>
<td>Continue provision of fine arts, language, physical education and other courses. Explore scheduling options</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cohort 3: Enriching Life</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Incumbent Workers</td>
<td>Emeritus College offering targeted programming and support services. Address both career-technical training for those still in workforce and life-long learning interests.</td>
</tr>
<tr>
<td>Life-Long Learners</td>
<td></td>
</tr>
</tbody>
</table>
**Success Goals**

An important benefit of the cohort model is that student outcome data can be more accurately interpreted in the context of student goals and behaviors. For example, the Beginning the journey cohort is much more likely to seek transfer to a four-year institution, making the transfer goal more meaningful for the Adjusting the Course student cohort, for which taking one or two courses is more relevant.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Persistence</th>
<th>Retention</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Beginning the Journey (19-24)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007 Baseline</td>
<td>60%</td>
<td>78%</td>
<td>90</td>
</tr>
<tr>
<td>2010 Goal</td>
<td>62%</td>
<td>80%</td>
<td>110</td>
</tr>
<tr>
<td>2012 Goal</td>
<td>65%</td>
<td>82%</td>
<td>150</td>
</tr>
<tr>
<td>2 Adjusting the Path (25-54)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007 Baseline</td>
<td>54%</td>
<td>74%</td>
<td>218</td>
</tr>
<tr>
<td>2010 Goal</td>
<td>56%</td>
<td>76%</td>
<td>260</td>
</tr>
<tr>
<td>2012 Goal</td>
<td>59%</td>
<td>78%</td>
<td>300</td>
</tr>
<tr>
<td>3 Enriching Life (55+)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007 Baseline</td>
<td>60%</td>
<td>83%</td>
<td>24</td>
</tr>
<tr>
<td>2010 Goal</td>
<td>62%</td>
<td>85%</td>
<td>30</td>
</tr>
<tr>
<td>2012 Goal</td>
<td>65%</td>
<td>86%</td>
<td>40</td>
</tr>
</tbody>
</table>

**SF2. Foundation Skills**

The Foundation Skills subcommittee of DWEMPC will lead a district wide effort to make effective foundation skills education an institutional priority. The subcommittee will build colleges’ work in implementing the statewide Basic Skills Initiative, which is being led by the Statewide Academic Senate as part of the implementation of the *California Community Colleges System Strategic Plan*.

Each college completed a self-assessment in Spring 2008. Common themes and strategies from the assessments will form the foundation for the shared district wide strategy.
The District wide effort will identify methods for coordinating and leveraging resources across the four colleges to support effective basic skills. The Basic Skills Subcommittee will also help to integrate basic skills effective practices with the cohort approach described in SF1, which is intended to enhance student success by treated Peralta’s student subgroups holistically based on their distinct needs.

The Foundation Skills strategy will build on Basic Skills as a Foundation for Student Success in California Community Colleges, which is the literature review and organizational assessment tool developed to assist colleges in implementing the statewide initiative.

Basic Skills as a Foundation lists four areas of best practice. A critical concept is that foundation skills – called “developmental education” in the state report – are not a compartmentalized effort off that is treated as a secondary concern, but rather central to overall student success and institutional priority setting. The following is a summary of the best practice research.

Organizational and Administrative Practice: Developmental education is a clearly stated institutional priority, and a clearly articulated developmental education mission drives the program. Developmental education is centralized or highly coordinated, and institutional policies facilitate student completion of developmental course work early in the educational sequence. There are comprehensive support services, which are highly integrated between instruction and student support services. Faculty who are knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program, and institutions manage faculty and student expectations regarding developmental education.

Program Components: A number of components are characteristic of highly effective programs. These include:

- Orientation, assessment, and placement are mandatory for all new students
- Regular program evaluations are conducted, disseminated, and used for improvement
- Counseling support provided is substantial, accessible, and integrated into academic courses/programs
- Financial aid is disseminated to support developmental students

Staff Development: Comprehensive training and development for faculty and staff who work with developmental students is essential and has been shown to improve student retention and performance. Specific training is correlated with success in tutoring, advising, and instruction.

Instructional Practice: Effective instructional practices are the key to achieving desired student outcomes. Learning theory is applied in the design and delivery of courses. Effective discipline-specific curricula and practices are used. All aspects of the student’s development are supported, and Culturally Responsive Teaching is applied. A high degree of structure and a variety of instructional methods are used. Entry/exit skill levels are aligned among levels, and course content is linked to college-level performance requirements. Developmental faculty share instructional strategies, and faculty and advisors closely monitor student performance. Programs provide comprehensive support mechanisms, including trained tutors.
SF3  **Equity Goals and Removing Barriers to Access**

There are differential rates of access and success for some student populations. Key issues include access of historically disadvantaged groups, and sub-groups within these groups. In some cases, there are disparities of both access and success, in other cases there is parity of access but disparity of success. Key groups of concern include:

- People of all race/ethnic groups with high levels of educational need
- Latino/Hispanic access and success
- African American access and success, especially African American males
- Native American access and success
- Asian and Pacific Islander, especially some countries of origin.

Equity of access will be addressed by developing solutions to barriers related to the cost of textbooks, child care, transportation, financial aid and other challenges faced by students. By addressing these factors, Peralta will facilitate students’ enrollment and persistence. Addressing these issues will also support student success by supporting students’ basic needs.

Equity of success – persistence, retention, degrees, certificates, and transfer – are supported by the range of strategies in this section. In particular, SF 1 (the student cohort strategy), SF2 (foundation skills), SF4 (student learning outcomes), SF5 (student services/matriculation, and SF6 (library services) will support equity of success.

SF4  **Student Learning Outcomes**

Student learning outcomes (SLOs) state the knowledge, skills, or abilities that a student should be able to demonstrate as a result of completing a course or program. Student learning outcomes describe observable results. They must be regularly assessed to see if students actually are able to demonstrate the learning or competencies from a class.

From “Introduction to the Accreditation Standards” by ACCJC:

The primary purpose of an ACCJC-accredited institution is to foster learning in its students. An effective institution ensures that its resources and processes support student learning, continuously assesses that learning, and pursues institutional excellence and improvement. An effective institution maintains an ongoing, self-reflective dialogue about its quality and improvement.

The good news about the new standards is that they are considered “best practice” and these methods really do lead to improvement. There is a great deal of research showing the effectiveness of this approach. Instructors rarely make the time to talk about teaching and learning, and by focusing on SLOs and assessment and discussing assessment results, this dialogue is built in to the process. Many faculty report that this dialogue is one of the most valuable parts of the SLO/Assessment process.

Development of SLOs started with January 10, 2007 Professional Development activities featuring the kick off of Accelerated Program Review Training presented by the District Academic Senate and the Peralta Community College District’s Department of Educational Services as part of the Strategic Planning Process.
In Fall 2006, the colleges’ Vice Presidents of Instructions and the District Academic Senate chose to address accreditation with Student Learning Outcomes for one or two programs and the updating of college course outlines. In Spring 2006 the District Academic Senate with input from all four colleges signed off on a Memorandum of Understanding regarding Assessment Philosophy and related activities at College of Alameda, Laney, Merritt College and Berkeley City College. Based on the Memorandum of Understanding the “responsibility for the implementation and evaluation of student learning outcomes and the interpretation of the results shall remain the purview of individual faculty department/programs or student services units.” “The assessment is not a single cycle of actions, but an ongoing process, which ideally permeates the institution. The assessment process involves both gathering information and using that information to modify and improve teaching and student learning.”

January 5 and 6 2007 all four colleges sent faculty to the State Academic Senate’s new Accreditation Institute: Collegial Consultation and the Successful Self Study. The Institute focused on the relationship between local governance and the creation of the successful self-study. The teams from the four colleges had shared and continue to support each other in this part of the Accreditation process.

During the State Academic Leadership Institute, faculty from Laney and College of Alameda received additional training on Accreditation, SLOs and Program Review. In July 2007 the State Academic Senate conducted the Student Learning Outcome and Assessment Institute; an intensive training providing two tracks addressing: 1) training for new SLO Coordinators and programs and 2) topics for experienced SLO coordinators with growing programs on their campuses. Berkeley City College, College of Alameda, and Merritt sent one representative, and Laney sent two. We all came away from the Institute with the plan to work even closer together to strength our individual college committees and commitment as we continue our Accreditation process.

An outgrowth of attending the Spring 2007 State Academic Senate Curriculum Institute, the attendees from the four colleges have encouraged the Vice Presidents of Instruction, to achieve a commitment from District to secure “CurricuNet- Curriculum Software, a comprehensive software program for curriculum development, curriculum tracking (across the district) and posting course outlines and syllabi on the Internet.

Instead of focusing on what instructors cover, the focus changes to whether students are actually learning. The point is to make changes and improvements that lead to deeper and more effective student learning, and to base our decisions on evidence rather than vague, general impressions.

**Current Status**

All four colleges have begun the process of writing Student Learning Outcomes for their courses and programs. Each college has developed its own institutional or general education outcomes. Each college has assigned a faculty member on release time to serve as the SLO/Assessment Coordinator.

**Future Directions and Needs**

In order to fully implement SLOs and assessment,

- SLOs must be completed for all courses, programs, and student services units.
- Each college must begin the process of assessing course, program, and general education outcomes.
- Results of the assessments must be reported and must be used for improvement.
• Gradually, all SLOs for all courses, programs, the general education program, and student services units must be systematically assessed and the results used for improvement.

Infrastructure required

Developing and assessing SLOs across a college is a new methodology for evaluating institutional effectiveness and requires high levels of training and work for implementation. The accreditation commission expects institutions to allocate appropriate resources in support of student learning outcomes and assessment.

These necessary resources include:

- A SLO coordinator at each college with release time to give training, work with departments, and keep track of what is being done.
- A Committee of faculty and others to discuss and implement SLOs and assessment.
- A Researcher and clerical support – departments and programs need assistance in developing quality assessment tools, developing effective surveys, collecting and analyzing data, storing data, and reporting results.
- Stipends or other support to faculty engaged in time-consuming work on developing assessment tools and compiling assessment information
- Visible support from all levels of the administration: the chancellor, presidents, vice presidents, and deans must continually emphasize the importance of engaging in assessment of SLOs and must keep prodding people to get the work done.
- Professional development days should be used to discuss assessment results and plan improvements. Somehow, assessment must be built in to normal routines so that it doesn’t seem like something “extra” and excessively burdensome.
- Assessment results must not be used for evaluation of individual faculty and staff. There must be serious efforts to reduce anxieties and fears about how the results will be used. It is vitally important that instructors and staff not feel threatened by this process, or they will set standards that are too easily attained. If this happens, we will not get useful information that can be used for improvement. Honesty and risk-taking should be encouraged.

SP5 Student Services and Matriculation

A central charge of student services is the matriculation process. The district follows the “Model District Policy” which was adopted by the Board of Trustees in 1994 and is referenced in chapter seven of the Board Policy Manual and is outlined in each college catalog. The matriculation process focuses on the following components: admission, orientation, assessment, counseling and advisement, follow-up, and research. Each college is required to have a Matriculation Committee, as well as a Matriculation Plan which is regularly updated. There is a well established District-wide Matriculation Committee which meets regularly. Matriculation planning involves a variety of strategies ranging from researching, selecting, implementing, and evaluating appropriate assessment testing instruments to classroom assessment, to early alert, to determining which students need matriculation services, and the list goes on.

Recent studies have shown that statewide, in California Community College, one-third of credit students are exempt from orientation, three of every ten from assessment, and one of five from
counseling. According to the study, less than half of those directed to counseling actually receive services. It is well known that the difficulty of improving counseling derives from scarce staffing which often is the result of counseling faculty not directly garnering FTES which is the basis for state funding, as well as the 50% law and counseling being on the non-instructional side of the law. Statewide, the ratio of counselors to students is 1:1,900.

As many have noted, student services and the matriculation process relates to the area/theme of “basic or foundational skills.” In the recent state study, “Basic Skills as a Foundation for Student Success in California Community Colleges,” several of the effective practices cited in the literature review speak to student support services. These effective practices include the following:

- A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services (A.5);
- Orientation, assessment, and placement are mandatory for all new students (B.1);
- Counseling support provided is substantial, accessible, and integrated with academic courses/programs;
- The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth; and
- Faculty and advisors closely monitor student performance.

The colleges and the district will need to speak to these best practices when addressing student services and matriculating students.

Other areas that will need attention when setting a resource planning agenda is the need for additional learning labs with tutors and study aids for English, Mathematics, and specific disciplines. With the growth in online education, attention will need to be given in how to guide these students through the matriculation process if they are never or rarely on site at one of the colleges.

This work relates closely to the theme of "basic or foundational skills" and might even be tied to that, recognizing that PCCD colleges are already working on the issue. As part of this, the notion of bona fide and common teaching/learning labs for English, Math and certain other disciplines with tutors and study aids – at each of the colleges – should be considered for funding from Measure A. (These facilities really work!)

**SF6 Library Instructional Programs and Services**

Library Instructional Programs and Services aim to help improve student success and retention by expanding and developing instructional opportunities and services via library instruction, intensive one-on-one instruction at the Reference/Research desk, and distance education. Library public access services serve students and add value to a successful educational experience.

The four colleges will continue to support collaboration between librarians and instructional faculty to expand the understanding of information literacy as a library program and extend it across the curriculum. The colleges also will support efforts of collaboration between librarians and faculty to develop library collections (print, online, and multimedia) with appropriate and current materials to better support the curriculum.

Librarians of the four colleges meet regularly to address areas of collaboration. One major area
for needed collaboration is in technology which includes the following: (1) planning for a selection and migration process for a new integrated library system, given the discontinuance of the Horizon system, and the need for ongoing upgrade and maintenance of the system; (2) eBook Collections owned and coordinated by all campus libraries; (3) library servers for additional library publications; (4) an improved process for funding and development of library IT as the libraries move into advanced formats (streaming information, MP3, etc.) and equipment required to view and use these formats and materials; as well as, attention to maintenance and upgrades to library IT equipment to conform to district/college standards; and (4) purchasing authentication software, such as EZ Proxy, to provide access for distance learners to use library electronic resources. Additionally district-wide librarians stress the need to make library programs and services a fundamental priority in all planning ranging from educational master planning to facilities master planning.

**SF7 Distance Learning**

Use of broadcast and interactive TV in California community colleges is declining while online instruction is growing rapidly—up by 371% since 2000 while traditional face-to-face (FTF) instruction has increased by just 2%. The average California community college delivers 6% of its instruction online; PCCD delivers 26 FTES (<1%) this way and if it were to move just to the statewide average would need to enroll about 1,100 FTES online. Arguably, given their locations, PCCD colleges should deliver more by this medium.

To reduce student transportation costs (high in the East Bay) and become more competitive (the East Bay has many PSE options, among them many virtual), PCCD should increase its online delivery—just under two dozen online courses in its Spring 2008 catalog—preferably using the hybrid model where online classes include an FTF component with the requisite support for struggling students and the opportunity to chat with faculty and join a community of student colleagues exists.

The Distance Learning subcommittee will guide the implementation of a coordinated district wide learning strategy. An inter-college technology task force developed the guiding vision for this effort: “Educational technology now plays a critical role in learning and teaching in many disciplines. It is our belief that our students now require a consistent, powerful, and transparent application of our educational technology applications across disciplines and across the various campuses.” One goal of the technology task force was to select a common online Course Management System (CMS) for the Peralta Community Colleges. The task force recommended Moodle as the common CMS. The task force also recommended implementation begin as soon as possible using the following steps:

- Determine a timetable for migration and notify instructional staff of the decision.
- Establish a Distance Education Budget for 2008-2009 to support ETUDES for the 2008-2009 academic year and sunsets ETUDES no later than June 30, 2009; build upon the 2007-2008 academic year structure for Distance Education as recommended by the campus DE Coordinators in the DE Strategic Plan; and delineate line item costs, such as technical support, server maintenance, training, administrative & faculty cost, memberships, travel, technology conference costs, etc.
- Provide training to faculty and staff for the (new) CMS migration.
- Transfer existing online courses to the new CMS by Fall 2009; and
- Identify a cycle of ongoing distance education evaluation & planning is identified. Three (3) year CMS commitment –
  - Year 1 – adoption/implementation
  - Year 2 – evaluation and recommendations
  - Year 3 – adoptions and movement to upgrade/new system.

**SF8 Facilities and Equipment for Student Success**

The colleges will upgrade their classroom facilities and equipment to support student success. Faculty have shifted away from simply lecturing to students seated in chairs, because this modality is not effective and students expect (well-working) media and prefer to learn proactively and interactively in a hands-on fashion, and (research shows) far more productively in groups than individually. A preliminary review of college facilities, together with discussions at faculty focus groups, suggests a general lack of technology tools in PCCD classrooms – too few stationary or mobile projections systems, smartboards, computer stations/laptops in the classroom or even tables for group work. This investment is critical to student success and will be an important aspect of the colleges’ facilities and equipment planning for Measure A.

Moreover, the importance of information technology (IT) in all aspects of today’s world suggests that all faculty (part-time as well as full-time) should have access to computers – a laptop or ready access to area(s) with stations. Arguably also as a matter of PCCD policy, all students should have access to computers. Studies show that about six of every 10 community college students already have computers, either laptops, stations at home or their convenient library or cybercafé. Students at PCCD colleges are probably similarly equipped, and, if so, provision should be made for the other four students, possibly through partnerships with hardware vendors.

**SF9 Non-State Funded Education**

The colleges will explore options for new fee structures, reflecting community need and cost-benefit factors related to state funding rates and faculty pay scales. This is an area for targeted development where investigation and analysis suggests that there is a need and that Peralta can meet the need cost-effectively.

Currently, the PCCD colleges rely almost entirely on regular credit instruction (generating FTES which, in turn, are supported from the State General Fund). Very little (less than 1%) of PCCD activity is generated through non-credit instruction, which also generates FTES, though at a lesser support rate. Non-credit classes, however, are a viable delivery mechanism for the many foreign immigrants and others PCCD should train in basic/fundamental skills, ESL (see above), citizenship, VESL, and other skills for job performance and for, say, seniors 55+, where credits are less important than knowledge and skills. While PCCD’s non-credit instruction is far below the average statewide (8%), only San Francisco of Bay Area community colleges offers a substantial non-credit program at its Centers.
PCCD’s activity in community service and contract education – both delivered at the cost of education, the former from enrolled students fees and the latter from employers or other partners – is just one-fourth that of the typical community college and far below that of colleges at both Chabot-Las Positas and San Francisco in the Bay Area. PCCD community focus group participants call for more PCCD partnerships with local area agencies, NGOs, and private firms that could involve contracts, public and private grants, and in-kind sharing of scarce resources. At present, PCCD colleges do little of this and any expansion will require “entrepreneurial” staff, possibly at the district level, to aid college faculty and staff in the time-consuming activity of identifying opportunities, making the appropriate contacts and applications, implementing the initiative(s), and generally monitoring the work.

More community service classes – less than 50 annual FTES are instructed this way now at PCCD colleges – would provide the opportunity to differentially-price PCCD students at or near the cost of education in those cases where most students enrolling can afford to and would pay the fee. This is often the case among older students and obviously among those with higher incomes.

**SF10 Education Centers**

Preliminary analysis of PCCD’s market penetration (enrollment/population cohort or MP) shows substantial differences in both level and recent change by neighborhood and community across the service area. The formerly high MP area around Merritt College has declined rapidly. Areas like Emeryville and Berkeley West with formerly average MP rates are increasing rapidly while others like Piedmont and Kensington report low and rapidly decreasing rates. Future population growth will shift from South Oakland to North Oakland and Berkeley. With continued growth, BCC will be fully occupied within several years. And community focus groups call for PCCD to do more outreach, more “Town and Gown” activities, and with accessible job-training partnerships.

These arguments all suggest more PCCD community or neighborhood centers. Not only beyond BCC in the northern area, but in other areas as well. Other than Merritt College’s Fruitvale Center, PCCD colleges have few outreach/off-campus centers or operations. Centers can focus on specific training like in Fruitvale, serve underserved niches in specific neighborhoods, and/or be located at worksites for specific job training partnerships (more on this elsewhere). Or, for those 55+, at Senior Centers. Churches and K-12 schools also can serve as accessible sites for instruction and other educational services.

**SF11 Special Programs and Grants**

The district will continue to develop and implement special programs and grants to meet a range of needs.

- Tech Prep
- Career Advancement Academy
- California High School Exit Exam Preparation
- International Students
PRIORITY 2: CULTURE OF COLLABORATION

The district service center will promote a facilitative model leadership that brings the colleges together around common processes and shared goals.

The premise of the culture of collaboration is that a continuation and strengthening of the college’s coordinated efforts will provide important benefits to the community and students. As shown in the box at right, collaboration promotes student success, conserves resources, and supports the sharing of best practices throughout the district. The following are guiding principles for successful collaboration.

1 Student and Community Benefits are the Purpose for Collaboration. Continuing and strengthening Peralta’s ability to collaborate across the colleges will enhance program innovation, idea sharing, effectiveness and efficiency.

2 The Service Centers Support Structured Collaborative Processes. The district service centers promote coordination and collaboration across the colleges. This includes facilitating inter-college dialogs and assisting the colleges in presenting a coordinated and unified approach to external partners, agencies, and funders.

3 All Colleges Provide All Missions. Each college will provide all missions: transfer, career-technical education, basic skills, degrees, certificates, and life long learning.

4 Colleges Specialize in Career-Technical Areas. Each college will continue to specialize in certain career-technical programs, especially where specialized labs or facilities are required. This will help to create recognized areas of excellence and avoid duplication and competition between the colleges. (Programs using standard classrooms equipment with high demand can more easily be offered at more than one college.)

5 Colleges Coordinate in Common Programmatic Areas. Two or more colleges will continue to share some programmatic areas. In these cases, the colleges will coordinate closely to avoid duplication and identify opportunities for the respective programs to mutually support one another. In some cases, programmatic coordination and leadership may be provided primarily by one college.

6 Each Discipline Coordinates Across the District. Each discipline will regularly coordinate across the district. The goal is to identify and implement coordinated improvements to benefit students and use resources wisely. The desired outcomes include: development of consistent student learning outcomes for courses and disciplines; development of consistent academic policies regarding prerequisites, grading, etc.; sharing of best practices, especially with regard to basic skills, retention, and student success; collectively identifying and addressing common

Benefits of Collaboration

Key points from a convening of the four college educational planning committees on March 14, 2008, at Merritt College.

- Supports accreditation recommendation
- Coordinating the schedule helps students and avoids duplication
- Share best practices
- Identical course outlines in some disciplines allows students to take sequence of courses at different colleges seamlessly
- Increases enrollment
- Being more coordinated will increase the community’s pride if we’re more “on the ball” – this will increase satisfaction and increase retention
- Conserves resources when we avoid duplication
- By being more efficient we can do more for students
- Standardizing information outputs
- Build positive human relationships across the colleges.
challenges and opportunities, for example changing state curricular requirements, accreditation standards, etc.; identifying opportunities for resource sharing, including faculty, equipment and facilities; and coordinating schedules to provide the maximum options for students.

7 **Budget Allocation Supports Specialization/Coordination.** A budget model will be developed to support each college’s planned program mix. The goal is to give each college predictability to develop programs in support of its areas of specialization and overall college mission and identity. The budget will support the college’s long-term educational master plan growth path, as opposed being developed around historic allocation patterns.

**Foundations for Collaboration**

The graphic on the following page presents the collaborative model. This is the desired organizational framework for supporting the principles of specialization and collaboration above. The following foundations are needed to ensure the success of collaboration:

- **Culture.** Values, beliefs, attitudes and practices are critical in supporting collaboration as the way Peralta operates.

- **Capacity.** Skills, leadership, and professional development need to reinforce and enable collaboration.

- **Incentives.** Budget allocation, recognition, rewards, and advancement processes all need to provide benefits to those who collaborate.

- **Structure:** Organizational structure, district-wide collaborative processes and planning-budgeting integration need to be aligned to the goal of coordination.
Foundations of Collaboration

Strategic Goals

- Programs of Distinction
- Culture of Collaboration and Innovation
- Resources to Advance and Sustain Our Mission
- Community and Partner Engagement

Student Access, Equity and Success

Benefits of Collaboration

- Consistent Student Learning Outcomes
- New Access Strategies
- Improved Focus on Mission instead of Competition
- District wide Resource Sharing
- Improved Focus on Mission instead of Competition

- Coordination of Partnership Approach
- Four nationally / internationally recognized Colleges

- Sharing of Best Practices

- Shared Goals And Processes

CULTURE
- Values
- Beliefs
- Practices
- Attitudes

CAPACITY
- Skills
- Leadership
- Professional Development
- Facilitation Corps

INCENTIVES
- Budget allocation
- Recognition
- Rewards
- Advancement

STRUCTURE
- Organization
- District-Wide Collaborative Processes
- Planning and Budget Integration

Foundations for Collaboration
CC1  **Student Services-Instruction Collaboration**

Integrating student services and instruction is a key support for student and institutional success. Creating linkages between the classroom and support services ensures timely and appropriate referral to guidance and additional resources.

A key venue for integrated planning is DWEMPC and its related subcommittees. DWEMPC brings together the Vice Presidents of Student Services and Instruction, and the subcommittees provide an opportunity to integrate deans and faculty from instruction and services. Another area of linkage is in the student cohort model (see SF1), which is premised on a holistic approach that tailors instruction and services to meet student needs. The colleges are committed to the ongoing integration of all aspects of students' educational experiences.

CC2  **Institutionalize District Wide Educational Decision-Making**

The District Wide Educational Master Planning Committee (DWEMPC) will be institutionalized as a shared governance committee. Its charge is to recommend and monitor shared district-wide educational goals, processes, and planning processes. The Committee’s overall mission is to encourage coordinated and consistent educational policies and processes across the four for the benefit for students and the community. These core educational processes are the “collaborative infrastructure” of transparent and structured decision-making mechanisms for building effective collaborative strategies that are shared by the four colleges.

*Entrepreneurial approaches including contract and community service will be explored to provide needed programs at the cost of instruction.*
The Committee will be chaired by the Vice Chancellor, Educational Services and receive research and planning support from the Associate Vice Chancellor, Research and Planning. The Committee will have four subcommittees to provide strategic planning and coordination for specific educational topics: the Council for Instruction, Planning and Development; the Career Technical Education Subcommittee; the Distance Learning Subcommittee; and the Foundation Skills Subcommittee. There will be at least one member from each subcommittee on DWEMPC to ensure communication. Guests will be invited to the committee and subcommittee on an as-needed, issue-specific basis. Minutes will be kept. The following are the major annual milestones and deliverables from DWEMPC.

<table>
<thead>
<tr>
<th>April/May</th>
<th>Planning Framework for Next Academic Year</th>
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<tbody>
<tr>
<td></td>
<td>Updated program review data</td>
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<td>Updated Unit Plan template</td>
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<td></td>
<td>Update of community, labor market, and student success trends</td>
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<td></td>
<td>Status/Assessment of major educational initiatives</td>
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<td>Flex Day Topics</td>
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</table>

| October   | Planning Priorities: Provide guidance for budgeting, faculty hiring, and facilities/equipment decision-making |

**Institutional Relationships:** The college representatives to DWEMPC and the subcommittees will report regularly to their college decision-making councils and committees including budget, planning, and facilities. It is important for administrative committee members to communicate committee matters to the Deans/VPs meetings, Matriculation Committee, etc.

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<thead>
<tr>
<th>Weeks of an Academic Term</th>
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### CC3 Update Budget Allocation Model

**Summary:** The Budget Allocation committee will update budget allocation model to support the planned program mixes and growth paths presented in the long-range assumptions. The revised budget allocations will support each college’s planned CTE-specialization and general education offerings. The purpose for adjusting the budget allocations is to establish stable and predictable budget allocations that will support the Colleges in developing their long-term program. This predictability is an essential foundation that will support the colleges’ efforts to operate in a collaborative manner.

The recalculated college budgets will establish the basic FTES and productivity targets for each college based on the specific program mix of each college, including budgeting to support new programs under development. The result will achieve the District’s financial goals for reserves and investments in new programs and sites, etc. Options are to include incentives for higher productivity levels and an “innovation fund” to support new initiatives.

<table>
<thead>
<tr>
<th>Program</th>
<th>Productivity Standard (based on mandates, safety, hours)</th>
<th>FTES Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline A</td>
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<td>Discipline B</td>
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<td>Discipline C</td>
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<td>Discipline D</td>
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<tr>
<td>COLLEGE TARGET</td>
<td>Productivity Target Based on Program Mix</td>
<td>FTES Target</td>
</tr>
</tbody>
</table>

To effectively advocate for needed funding changes in this uncertain environment, PCCD staff need data that benchmark the college against its peers and competitors among other California community colleges. These data include not only unit costs for organizational units and how those have changed over time, but also analysis of the allocation of real resources behind those cost differences (or similarities) that can inform PCCD about desired funding changes. For instance, why do PCCD colleges spend so much more per student – nearly $1,500 – than the typical college? And, if PCCD admissions, records, counseling and guidance staffing and outlays appear relatively low – which they are: PCCD spends $314 per FTES versus the statewide average of $336, $22 or 7% less – to what degree is that a problem, how has it changed over time and relative to other community colleges, and how may PCCD ensure that general student support service resources are effectively and equitably allocated as between the district office and the four colleges?

College curriculum-based academic plans are informed by program review and course-based assessment of student learning outcomes (SLOs), then integrated with financial planning and synthesized by the district Strategic Management Team (SMT). The SMT, aided by topical
subcommittees, integrates college and district strategic, academic and budget planning – a process that can be aided by the budget allocation and mid-range simulation models.

A modified *budget allocation model* would cover the short-term – budget year – and be strategically connected to the mid-range simulation model, allocating resources across the colleges, sites and open campus based on functions agreed-to by the district’s budget planners.

Like many budget processes, an allocation model builds on past and current year budgets for the district’s various entities, as well as expected price and workload changes. Unlike many budget processes, the allocation model would build budget proposals on known staffing patterns (and likely retirements), explicit choices about patterns of curriculum change (growth and decline), approved new programs and strategic initiatives, and (importantly) movement toward ideal budget and resource allocation levels based on those factors that are revealed by the internal cost and benchmarking studies (see below) to drive costs differentially.

**Mid-Range Simulation Modeling** (MSM) of the PCCD budget over the mid-range (five-years) would project the relationships between the California economy, state aid, tuition and fees, enrollment, costs and local taxes in support of PCCD. This mid-range simulation model (MSM) would capture the interaction of these complex relationships and their “bottom-line” impact on the funding of PCCD.

The MSM would not only identify projected funding for the budget year – the basis for the inter-college allocation model above – but also for each year up to five-year forecasts so as to test the long-term feasibility of short-term changes in policies, formulas and other factors.

MSM results would show, for instance, the impact of changes in state aid formulas and student costs (resulting from fees, transportation, and the like) on the ability of PCCD to increase student access and simultaneously improve programs and services, when overall State funding is flat, enrollment demand continues to increase, and increased efforts are made to secure extramural funding (federal, private, or other non-public funding). Various financial scenarios can be specified and their consequences readily examined. For example, different sets of PCCD enrollment management strategies can be specified and enrollment and fiscal results simulated.

An *internal cost and benchmarking* study of PCCD operating outlays would help staff to prepare budget estimates of the cost of growth at the four colleges, and in any other potential delivery mechanisms. PCCD costs for departmental and supporting units need to be disaggregated into those (a) fixed and variable, (b) direct and indirect, and (c) average and marginal. This would facilitate estimates of “start-ups” versus “ongoing” programs. In addition, the actual, full costs of growth in various PCCD departments and disciplines will be better identified for resource allocation and budgeting decisions.

**CC4 Implement A Coordinated District-Wide Program Strategy**

The Colleges will continue to implement a coordinated offering of educational programs to achieve the following goals:

1. Anticipate and respond to the needs of the district service area for career-technical, ESL, transfer and general education.
2. Coordinate offerings across the colleges to maximize access and the range of offerings and avoid duplication.
3. Continually review and update curricular offerings.
The district’s integrated educational planning process ensures a dynamic educational program that responds to student and community needs. As described in detail in strategy EP4 – EP7 below, the colleges will separately and collectively maintain a process that continually reviews and updates their offerings and pedagogy.

As shown in figure CC5 on the page 34 the colleges have devised a coordinated strategy to address major workforce, community and social trends and needs. The colleges will collaborate to address the overarching themes of Foundation Skills, Enterprise Studies, Biosciences, Social Justice/ Environmental, and Global Awareness and Languages.

These themes encompass both academic subjects and career-technical areas. For example, Social Justice/Environmental Sustainability addresses both the social, political and philosophic implications of human impact on natural systems and the workforce implications related to “green technology”. As such these themes can serve to provide frameworks for aligning and integrating career-technical programs with the arts, humanities, and sciences.

The shared district-wide program themes serve three purposes:

- Provide a common focus across the colleges on areas of community interest and need.
- Clarify the programmatic areas in which the colleges will collaboratively as opposed to one or two colleges having exclusive responsibility.
- Encourage program innovation in emerging areas where new curricula, content and pedagogy are needed.

The themes are areas for ongoing future exploration. In some of the themes, such as biosciences, society at large is still at an early stage of developing the scientific and industry models. There may not initially be high numbers of career openings, so the colleges will monitor trends and experiment with programs and partnerships. For some themes, the focus will be in sciences, arts and humanities, in others in career-technical programs.

The themes are highly interrelated. Foundation skills provide a connecting theme across the themes, while the links are clear across global awareness and social justice/environmental sustainability.

The themes will be defined through ongoing discussions by faculty, students, staff and administrators. Brief initial descriptions follow.

**Foundation Skills:** Skills in reading, writing, mathematics, and English as a Second Language, as well as learning skills and study skills which are necessary for students to success in college-level work. Foundation skills are critical both in basic skills classes and discipline classes.

**Business and Technology Applications:** Subjects encompassing business, economics, finance and the use of technology applications to advance organizational effectiveness.

**Biosciences:** The uses of the life and social sciences to address medical, energy, environmental and other applications.

**Environmental Sustainability and Civic Engagement:** The interrelated study of economic opportunity and social equity with the disciplines related to studying patterns of life that can be maintained indefinitely and that provides quality of life and preserves natural ecosystems.

**Global Awareness and Languages:** Programs and courses intended to expand students’ awareness of the culture and contributions of other counties and to teach foreign languages.
Figure CC5: Peralta’s District-Wide Program Framework

**Shared District-Wide Program Themes**

- **Foundation Skills**
- **Biosciences**
- **Global Awareness and Languages**
- **Business and Technology Applications**
- **Environmental Sustainability & Civic Engagement**

### Berkeley City
*Career Technical Programs*
- Multi-Media
- American Sign Language
- Human Services
- Biotechnology

### College of Alameda
*Career Technical Programs*
- Transportation/Logistics
- Apparel Design
- Dental Assisting
- Bioinformatics

### Laney College
*Career Technical Programs*
- Applied Arts, Media & Design
- Center for Performing Arts
- Cosmetology
- Culinary
- Green Tech & Design & Construction
- Physical Fitness & Wellness
- Biomanufacturing

### Merritt College
*Career Technical Programs*
- AD Nursing
- Radiologic Technology
- Nutrition/Diet
- Respiratory Therapy
- Bioscience: Microscopy/Genomics
- Child Development
- COSER
- Landscape Horticulture
- Public Safety
- Real Estate

### Humanities
- Fine Arts
- Natural Sciences
- Social Sciences

### Assessment and Placement
- Counseling and Advising
- Library and Information Services
- Tutoring / Mentoring / Learning Communities

- 36
CC5 Implement and Institutionalize CSEP Grow/Revitalize Criteria in Unit Planning/Program Review

The Vice Presidents, Deans, and Vice Chancellor, Educational Services will coordinate the implementation of the criteria developed by the Committee for Strategic Educational Planning (CSEP). There are two forms of the CSEP analysis:

1. Disciplines Using General Classrooms: Productivity standard is 17.5
2. Disciplines Using Specialized Labs: Productivity standards will be established based on class-size limits from specialized accreditation standards or regulations; and safety requirements.

CC6 Implement Annual Process of Collaborative Discipline Planning (CDP)

The Vice Presidents, deans, and Vice Chancellor, Educational Services will coordinate a process of district-wide discussions within each discipline. Collaborative Discipline Planning will identify areas of common concern or opportunity for the discipline as a whole within Peralta. The process is intended to explore possible collaborative actions that would benefit the discipline and students. The end product would be a collaborative action plan describing joint initiatives and resource sharing opportunities. The table on page 36 provides an example of collaborative discipline planning.

There are two areas for discussion:

Key Issues and Opportunities

Discipline members will collectively consider key issues and opportunities related to Curriculum, Equipment and resources, Staffing, Academic standards, Basic skills / preparation, SLO’s, productivity, etc. The review will also examine district wide productivity data, student success, and environmental scan data.

Options and Action Plans

The discipline will identify strategies or next steps to be pursued collectively.
Example of Collaborative Discipline Planning: Math 2007

The August 2007 flex day included district-wide discipline discussions. A brief summary of the Math faculty’s discussion of issues, opportunities, and action steps is shown below.

Common Issues

- There will be a big increase in Math 203 due to grad requirement changes.
- There are program changes like new intermediate math.
- The basic skills initiative is creating a need for new courses.
- We need to clarify what we expect students to know at the end of Math 203.

Collaboration Opportunities

- Collaboration will show us what courses work so we could avoid reinventing the wheel.
- We could strategize common problems, like basic skills and the new math requirements.
- A collaborative process would encourage course innovation by making it easy to get concurrence and input from the discipline at all four colleges.

Action Steps

- Collaborate on innovations regarding basic skills Math delivery and online delivery.
- Encourage college wide consistency in grading by using a common rubric. (CCC librarians have done this systemwide—it can be done.)
- Strengthen assessment requirements so students are placed in the right courses to improve student success and feed information to program review.

CC7 Partnering with Areas Colleges and Universities

“Partnering”, in the broadest sense, with four-year colleges and universities provides opportunities for clear transfer pathways for PCCD students. One “path” is the concurrent enrollment and cross registration program. This provides students the opportunity to enroll concurrently in one class per semester/quarter at schools such as the University of California, Berkeley; California State University, East Bay; Mills College; Holy Names University; and John F. Kennedy University. A second “path” is the Transfer Admissions Guarantee (TAG) program which guarantees admission to a student who completes a TAG form and meets the contractual requirements of the program. The four Peralta colleges have such agreements with schools such as UC Davis, UC Riverside, UC Santa Barbara, UC Santa Cruz, and CSU East Bay. As agreements become available with other institutions, the colleges readily participate. An additional “pathway” is the ongoing work in course-to-course articulation providing students the opportunity to complete lower-division major preparation coursework in an effort to be more competitive when applying for a specific major at a four-year institution. Such articulation is an ongoing effort between college articulation officers and instructional faculty. Further, a decision
will need to be reached as to the use of the Lower Division Transfer Patterns (LDTP) with the CSU system and whether it provides “value” to students.

PCCD colleges’ close proximity to many four-year colleges and universities in the East Bay offers the opportunity for partnerships that should ease barriers to the transfer transition for PCCD students. The character of these partnership arrangements can vary substantially. Some community colleges, like Canyons in Santa Clarita, host several four-year schools – public and private – who offer popular BA and MA degree programs on its (Canyon’s) main campus. Other community colleges, like Highline in the Puget Sound of Washington state host upper division work by one school – in this case, Central Washington University, with much of the work tied to CWU’s main campus, over 100 miles to the east, to other CWU centers through an effective ITV operation. BCC currently offers courses on the UCB campus and is designing in-service training for UCB staff.

Arrangements with East Bay four-year colleges and universities that encourage and ease transfer for potential PCCD students will make its colleges more competitive and further guarantee a viable transfer function in the face of the predicted decline in numbers of PCCD service area young students progressing through feeder high schools after 2008.

CC9: Schedule Coordination

Conduct a regular and early process of schedule coordination across the colleges. The goal is to make most effective use of resources, avoid duplication, and provide more schedule and access options for students.
PRIORITY 3: SHARED GOVERNANCE AND DECISIONMAKING

SG1: Implement Annual Planning-Budgeting Integration Cycle

The Strategic Management Team will oversee a structured process for linking research data, district-wide planning, college planning, and budget allocation. The planning and budgeting integration calendar was developed based on work of the District Wide Educational Planning Committee and the District Budget Advisory 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. (See diagram in addendix.)

RESEARCH PHASE

In May and June of each year, 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, transfer and productivity; review demographic and labor market trends; and preliminary budget forecast. In August, Chancellor and Vice Chancellor, Education, provide overview of major planning and budgeting issues at Fall convocation.

DISTRICT WIDE AND COLLEGE PLANNING

In 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.

In 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)

In 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

BUDGET DEVELOPMENT PHASE

In January, the Governor’s proposed budget is 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.

In February, the BAC reviews 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.

In 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.

In April, budget proposals reviewed by budget advisory committee. In May, Discuss carry-over fund priorities and colleges submission of justification; Governor presents May revise to budget (May 15); and 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]).

In July, several state and district milestones occur:

- 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

In August, the preliminary adopted budget is submitted for review by the Chancellor and stakeholders:

- 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.

In September, the Board holds hearing and the final budget is submitted to the State Chancellor’s Office.

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 30th 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 1st. 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.

SG2: Implement Annual and Multi-Year Planning Calendar

The Associate Vice Chancellor, Research and Planning in coordination with the Vice Presidents and guidance and input from DWEMPC, will support a multi-year planning calendar. (See Section IV for details.)

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<tr>
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<td>Five Years</td>
<td>Master Plan Updates</td>
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<tr>
<td>Six Years</td>
<td>Accreditation Self Study</td>
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</table>
IV. CULTURE OF EVIDENCE AND ACCOUNTABILITY

The colleges will use the District Wide Educational Master Plan as a living document. There will be annual reviews of the implementation milestones listed for each strategy in Section III, as well as the establishment of a regular cycle of planning.

Annual Unit Plan Updates

Each year, all instructional and student service units will update their unit plans based on an assessment of issues and completion of prior year initiatives. This will form the foundation of an integrated planning and budgeting process. Annual updates are also needed to provide continuity to multi-year improvement efforts, especially where emerging programs are being piloted or watch programs are being revitalized.

Annual EMP Milestone Progress Reviews

The Associate Vice Chancellor for Research and Planning will compile information on the progress in implementing each of the strategies of the District Wide EMP. The information will be presented to SMT and DWEMPC at the start of the Fall term to inform development of annual educational planning priorities.

Three-Year Program Review Cycle

The program review process will proceed on a three-year cycle. Program reviews will use many of the same data elements and topics as unit review but also include a more comprehensive set of data items and have a longer-time horizon.

Educational Master Plan Update and Accreditation Self Study Cycle

The district wide and college master plans will be updated every five years, in the year preceding the accreditation self-study. This will allow the district as a whole to review comprehensively its programs and services. This cycle will also be efficient in that the master planning process will address many of the issues required for the accreditation self study.

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<tr>
<th>Cycle</th>
<th>Process</th>
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<tr>
<td>Annual</td>
<td>Update Unit Plans</td>
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<td>Review District Wide EMP Milestones</td>
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<td>Three Years</td>
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<td>Six Years</td>
<td>Accreditation Self Study</td>
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Appendices

Internal Environmental Scan
External Environmental Scan
Long Range Enrollment Projections
Committee for Strategic Educational Planning Summary Report
Accelerated Program Review Handbook
District Wide Discipline Planning Handbook

Please contact the Educational Services Department for appendices.