Peralta Community College District

District Service Center Administrative Unit Program Review Handbook

Fall 2015
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Purpose and Goals

The information gathered during the District Service Center Administrative Program Review process provides the basis for informed decision making in the Peralta Community College District. The District Service Center Administrative Program Review is a systematic process for the collection, analysis, and interpretation of data concerning District Service Center department or administrative unit, conducted every three years. It provides accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- Ensure quality and excellence of administrative units at the District Office.
- Provide a standardized methodology for review of District Service Centers.
- Provide a mechanism for demonstrating continuous quality improvement,
- Provide a foundation for action that includes goal-setting and program improvement objectives.
- Sustain and improve the administrative unit’s effectiveness.
- Strengthen planning and decision-making.
- Identify resource needs.
- Inform integrated planning at all levels within the District.
- Ensure that District services reflect student needs, encourage student success, and foster support of the colleges.
- Ensure that District services are aligned the District’s strategic goals and institutional objectives.
- Provide a baseline document for use as a reference for future annual program updates.
Components in the Process

The District Service Center Administrative Unit Program Review process, which occurs every three years, consists of answering a set of questions designed to aid in the examination of administrative services. These questions direct attention to administrative functions, resource areas, and program improvement, in order to develop a plan that will improve the quality of administrative services provided to PCCD colleges and students.

The primary components in the District Service Center Administrative Unit Program Review process include:

- The District Service Center Administrative Unit Program Review Team

- Completion of a District Service Center Administrative Unit Program Review Narrative Report every three years which includes statements of Administrative Unit Outcomes (AUOs) and Program Improvement Objectives (PIOs).

- Validation of the District Service Center Administrative Program Review Report

- Annual Program Updates (APUs), which review progress in meeting the goals (Administrative Unit Outcomes and Program Improvement Objectives) identified in the District Service Center Administrative Program Review, are completed in the alternate years within the comprehensive Program Review three year-cycle.

- Thus, the recommendations and priorities from the District Service Center Administrative Unit Program Review feed directly into the development of administrative unit plans. In turn, the administrative unit plans serve as the driving mechanisms in formulation of updated District-wide educational, budget, technology and facilities plans.
The District Service Center Administrative Unit Program Review Team

The District Service Center Administrative Unit Review Team is comprised of the following members:

- Administrative unit manager.
- Two additional staff members within the administrative unit.
- All staff within an administrative unit are encouraged to participate in the District Service Center Administrative Unit Program Review process, although participation is not mandatory.

The District Service Center Program Review Team will:

- Develop Administrative Unit Outcomes (AUOs) and Program Improvement Objectives (PIOs)
- Analyze previous AUO assessment results and other information (needs assessments, satisfaction surveys, institutional effectiveness surveys, etc.)
- Complete the District Service Center Administrative Unit Program Review Narrative Report.

District Service Center Administrative Units that must complete Program Review are:

- Admissions and Records
- Childcare Centers
- Department of General Services
- Educational Services
- Financial Aid
- Finance
- General Counsel and Risk Management
- Human Resources
- Institutional Research
- International Education
- IT
- Public Information and Marketing

Validation:

A validation committee, appointed by the Chancellor, comprised of faculty and administrators will review the District Service Center Administrative Unit Program Review Narrative Report to ensure completeness of the narrative report prior to submission to the Vice Chancellor of Educational Services and the Vice Chancellor of Finance. The validation committee will complete the validation form, included in Appendix B., and make recommendations for improvement, if necessary.
What are AUOs and PIOs?

(Definitions)

**Administrative Unit Outcomes (AUOs):** are measurable goals statements that express the expected benefit that an administrative unit hopes to achieve that is a result of the work that the unit performs in support of the colleges. This is a statement that describes what the administrative unit intends to accomplish. AUOs are connected to planning and demonstration of institutional effectiveness.

Example: The Human Resources staff will provide training to all (100%) new hiring committee members in order to increase cultural and diversity awareness.

**Assessment:** the process of measurement of an administrative unit outcome. Using an identified method of assessment, actual achievement will be determined by comparing the assessment results to the expected achievement (target).

**Assessment Methods:** specific methods and/or tools used to gather information that tracks progress toward and/or achievement of an Administrative Unit Outcome (AUO) and Performance Improvement Objectives (PIOs). The assessment method must match the intended outcome. Methods may be direct or indirect. Direct methods are quantitative. Indirect methods are qualitative. Self-evaluation and institutional effectiveness surveys can provide data. Self-assessments must include documentation of successful completion of events and/or measures of attainment that provide content and/or performance standards appropriate to the administrative unit.

Examples: *Direct assessment* – timeline is met for implementing the cultural and diversity awareness training for new hiring committee members and the number of participants is tracked by human resources staff.

*Indirect assessment* – hiring committee members self-report their participation in cultural and diversity awareness trainings.

**Performance Improvement Objectives (PIOs):** indicates what activities will be completed in support of the Administrative Unit Outcome. Performance Improvement Objectives are specific and advance the administrative unit in achieving the Administrative Unit Outcomes. These are statements that describe how the administrative unit will achieve the intended outcome.

Examples: 1. A cultural and diversity awareness training program for new hiring committee members will be developed and implemented by January 1st.
2. Human Resources staff will maintain a record of the individuals that have completed cultural and diversity awareness training.
Questions to Ask When Formulating AUOs and PIOs

Is the desired administrative unit outcome measurable?

Is the desired administrative unit outcome directly related to the work of the administrative unit?

What is the benefit to the recipient of the service provided by the administrative unit?

How will the administrative unit measure achievement of the desired outcome? What are the assessment methods?

When will the outcome be completed? What is the timeframe?

What are the performance improvement objectives (activities) necessary to achieve the administrative unit outcome?

What is the administrative unit’s process for using assessment results to improve future performance?

What types of performance criteria indicate a successful outcome?

What was the target or benchmark you hoped to achieve realistic? Was it met?

What are your strategies for ongoing performance improvement?

Are the administrative unit outcomes aligned with the PCCD Strategic Goals and Institutional Objectives?

Does each administrative unit outcome have at least two performance improvement objectives? Why is this important?

Do the administrative unit outcomes and performance improvement objective contain active verbs?

Are necessary resources available to get the job done?
How do AUOs and PIOs Fit into the Institutional Effectiveness Process?

- PCCD Institutional Mission
- PCCD Strategic Goals and Institutional Objectives
- Administrative Unit Mission Statement
- Administrative Unit Outcomes (AUOs)
- Program Improvement Objectives (PIOs)
- Assessment of AUOs and PIOs
- Use of Results for Planning and Resource Allocation
The District Service Center Administrative Unit
Program Review Report

1. Department or Administrative Unit: International Education

Date: January 13, 2016

Members of the Administrative Unit Program Review Team: Sean Brooke, Drew Gephart, Chuen-Rong Chan (College Representative), Angela Khoo (College Representative), Thomas Torres-Gil, Matthew Jones, Ronald McPeak, Nha Le

2. Administrative Unit Mission Statement:

International Education is an important aspect of the Peralta Community College District’s (PCCD) institutional mission to advance student access and success, as well as create a welcoming environment for all new students. The Office of International Education (OIE) is responsible for enhancing the education programs and services we offer to students. We are constantly seeking to improve the way we function in order to better serve our students, staff, community and others. We are dedicated to advancing international education and access to education worldwide through the following efforts:

- Create a positive impact in the lives of international/domestic students and the community to promote student success
- Develop a network of institutional ties with overseas institutions, organizations and our community to identify and address educational opportunities and challenges
- Through collaboration, build programs of distinction and innovation by creating a cohesive program of unique, high-quality educational programs and services
- Develop administrative and faculty/student exchanges and provide opportunities for overseas students to gain training and knowledge
- Encourage the inclusion of international materials across the curriculum in our District through study abroad opportunities and programs
- Create a self-sustaining program that generates positive revenue to ensure district financial health
3. Organizational Chart:

Please insert an organizational chart showing where the administrative unit is located within the District’s organizational structure.

*ISSS = International Student Support Specialist
4. **District Service Center Administrative Unit Delineation of Functions:**

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

<table>
<thead>
<tr>
<th>Functional Area or Name and Description of Primary Service</th>
<th>Done in Collaboration With (leave blank if this function is not in collaboration with another District Service Center or Administrative Unit)</th>
<th>Services Provided to the Colleges (describe all services provided to the colleges and indicate whether the service is centralized or decentralized.)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide admissions services for international students</td>
<td>Admissions and Records/Finance</td>
<td>Centralized service provided to the Colleges</td>
<td>Services also provided at BCC and COA satellite offices</td>
</tr>
<tr>
<td>2. Recruit new international students to PCCD</td>
<td>Public Information and Marketing</td>
<td>Centralized service provided to the Colleges</td>
<td></td>
</tr>
<tr>
<td>3. Address personal and academic counseling and advising, as well as adjustment issues, such as culture shock and adaptation to college life</td>
<td></td>
<td>Centralized service provided to the Colleges</td>
<td>Services also provided at BCC and COA satellite offices</td>
</tr>
<tr>
<td>4. Provide outreach services that include promotion and recruitment activities in the local and international communities</td>
<td></td>
<td>Centralized service provided to the Colleges</td>
<td>Services also provided at BCC and COA satellite offices</td>
</tr>
<tr>
<td>5. Handle student immigration issues including change of status, reinstatement, university transfers, work authorizations, etc.</td>
<td></td>
<td>Centralized service provided to the Colleges</td>
<td>Services also provided at BCC and COA satellite offices</td>
</tr>
<tr>
<td>6. Assist with student housing</td>
<td></td>
<td>Centralized service provided to the Colleges</td>
<td>Services also provided at BCC and COA satellite offices</td>
</tr>
<tr>
<td>7. Conduct new student orientation, and facilitate international student clubs, mentorship and leadership programs, activities and events</td>
<td></td>
<td>Centralized service provided to the Colleges</td>
<td>Services also provided at BCC and COA satellite offices</td>
</tr>
<tr>
<td></td>
<td>8. Internationalize college curriculum through study abroad and collaborate with instructional departments at the colleges</td>
<td>Educational Services</td>
<td>Centralized service provided to the Colleges</td>
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<tr>
<td></td>
<td>9. Work closely with the college admissions supervisors to address specific issues regarding enrollment</td>
<td>Admissions and Records</td>
<td>Centralized service provided to the Colleges</td>
</tr>
<tr>
<td></td>
<td>10. Address health, medical and safety issues</td>
<td>Health Services/Police Services</td>
<td>Centralized service provided to the Colleges</td>
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<td></td>
<td>11. Work with college assessment center coordinators to arrange special assessment tests for international students</td>
<td>Centralized service provided to the Colleges</td>
<td>Services also provided at BCC and COA satellite offices</td>
</tr>
<tr>
<td></td>
<td>12. Work closely with college faculty and staff on issues related to the well-being of international students</td>
<td>Centralized service provided to the Colleges</td>
<td>Services also provided at BCC and COA satellite offices</td>
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<tr>
<td></td>
<td>13. Maintain and update International Student Website</td>
<td>Information Technology/Educational Services</td>
<td>Centralized service provided to the Colleges</td>
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<td></td>
<td>14. Information sharing through faculty and staff development workshops</td>
<td>Staff Development Office</td>
<td>Centralized service provided to the Colleges</td>
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<tr>
<td></td>
<td>15. Conduct Optional Practical Training (OPT) and Curricular Practical Training (CPT) workshops to announce work possibilities and educate students on process for applying</td>
<td>Centralized service provided to the Colleges</td>
<td>Services also provided at BCC and COA satellite offices</td>
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<tr>
<td></td>
<td>16. Advocate on behalf of students in matters concerning immigration, academics, health insurance, Social Security Administration, Department of Motor Vehicles, landlord, financial issues and other issues that affect student life</td>
<td>Finance/Human Resources</td>
<td>Centralized service provided to the Colleges</td>
</tr>
</tbody>
</table>
Please describe five – ten major accomplishments since completion of the previous District Service Center Administrative Review. Do not include normal ongoing operations. Please include start dates and when the accomplishment was finalized and/or implemented. Also, indicate the functional area and how these accomplishments have impacted the colleges. Additionally, indicate which of the PCCD Strategic Goals and Institutional Objectives the accomplishment supports.

<table>
<thead>
<tr>
<th>Major Accomplishment</th>
<th>Start and End Date</th>
<th>Functional Area</th>
<th>Impact to the Colleges</th>
<th>PCCD Strategic Goal</th>
<th>PCCD Institutional Objective</th>
</tr>
</thead>
</table>
| Increased new F-1 international student applications received from 634 to 853 and total International FTES from 1007.66 to 1222.29 from 2012-13 to 2014-15. | 2012-13 through 2014-15 | Recruitment and Admissions                | -Increased alternative funding sources  
-Internationalize the campuses  
-Support international enrollment management goals and objectives | E. Develop and Manage Resources to Advance our Mission | E.2 Budget to Improve Student Success |
| Created new promotional videos and marketing materials with translations (Chinese, Vietnamese, Japanese, Arabic, Spanish, Portuguese and Korean) to better represent PCCD abroad. | Spring 2015        | Recruitment                              | -Increased alternative funding sources  
-Internationalize the campuses  
-Support international enrollment management goals and objectives | E. Develop and Manage Resources to Advance our Mission | E.2 Budget to Improve Student Success |
| Developed and promoted COA online programs through contract education to students in Korea and China. Recruited students from China through Kaplan Language Schools through a conditionally accepted program. | Spring 2015- Ongoing | Recruitment                              | -Increased alternative funding sources  
-Internationalize the campuses  
-Support international enrollment management goals and objectives | B. Engage and Leverage Partners  
E. Develop and Manage Resources to Advance our Mission | B.2 Partnerships  
E.2 Budget to Improve Student Success |
| Worked collaboratively with campus ESL Departments/Assessment Centers to offer tests and identify the needs of international students taking ESL classes. Established a | Fall 2014- Ongoing | Admissions and Assessment                | -Increased ESL course offerings and student participation in ESL assessment tests | A. Advance Student Access, Equity, and Success | A.2 Student Success |
|---------------------------------------------------------------|------------------|---------------------------------|--------------------------|--------------------------|
| Created a new Administrative Procedure (AP) 4026: Philosophy and Criteria for Study Abroad Education, as well as conducted two Study Abroad Fairs, Flex Day presentations, Financial Aid workshop, presenting at division meetings, and meeting with faculty to expand the study abroad program. | Fall 2013-Ongoing | Study Abroad | Increased enrollment and professional development opportunities for study abroad programs | A. Advance Student Access, Equity, and Success | A.1 Student Access
| Created a new mobilized international student website, mobile phone app, social media pages, and communicated with students through live webcasts/chat sessions. | Fall 2014-Ongoing | Student Services and Recruitment | Enhanced communication to achieve student success | A. Advance Student Access, Equity, and Success | A.3 Student Success
| Opened new satellite offices at BCC and COA to meet the needs of our students, in addition to establishing a CONNECT Mentorship Program (60 participants in first semester), created international student clubs at all 4 colleges, hosted on-campus workshops, tax workshops, international education week events and other student support, such as initiating a mandatory health insurance for all students. | Fall 2013-Ongoing | Student Services | Increased support services and student engagement in activities | A. Advance Student Access, Equity, and Success | A.5 Student Success
| Successfully passed Department of Homeland Security audit and recertification | Fall 2013-Ongoing | Immigration | Comply with federal requirements in order to enroll international students | B. Engage and Leverage Partners | B.2 Partnerships
| Removed tuition deposit requirement and revised admissions procedures to streamline the admissions process for international students. | Fall 2013 | Admissions and Recruitment | Increased alternative funding sources | E. Develop and Manage Resources to Advance our Mission | E.2 Budget to Improve Student Success |
6. Assessment:

Which administrative unit outcomes (AUOs) did you assess in the past three years? What were the results? Please describe the assessment methods that were used. How this led to program improvement and the development of new administrative unit outcomes (AUOs) and program improvement objectives (PIOs)? Please fill in the table below.

<table>
<thead>
<tr>
<th>Administrative Unit Outcomes</th>
<th>Program Improvement Objectives</th>
<th>Functional Area</th>
<th>Assessment Methods</th>
<th>Assessment Results</th>
<th>How did you Use the Results to Make Improvements?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15: Increase international student applications received</td>
<td>We targeted for 750 new applications for Fall 2014 &amp; Spring 2015 combined.</td>
<td>International Admissions and Recruitment</td>
<td>Compare numbers of applications received and accepted to previous years</td>
<td>Goal achieved as we received 853 new applications.</td>
<td>Identify if changes need to be made to current strategies</td>
</tr>
<tr>
<td>2013-14: N/A</td>
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<td></td>
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<tr>
<td>2012-13: N/A</td>
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</tbody>
</table>

- What do members of your administrative unit do to ensure that meaningful dialogue takes place in both the development of and assessment of the administrative unit outcomes and program improvement objectives?

Decisions concerning the administrative unit are made through a collaborative decision-making process via staff meetings.

- How do you know that your administrative unit is effective? What are the indicators that measure your effectiveness? What are the expected results of these indicators?

The increase in international student headcount, FTES, applications received and tuition collected shows quantitative data that the administrative unit is effective. Additionally, qualitative data is collected through student surveys and increased collaboration with students thorough our District and on-campus student support services. See next section with data from our Mid-Semester survey where 90% of international students rated the level of support provided by the International Office staff as being either good or great.
• Please describe the results of any surveys or focus groups that included evaluation and/or input about the effectiveness of the services provided by your administrative unit.

Mid-Semester Check In Fall 2015

Q5 Please rate the level of support provided by the following:

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Great</th>
<th>N/A</th>
<th>Total</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Office Staff</td>
<td>0.60%</td>
<td>5.42%</td>
<td>34.34%</td>
<td>55.42%</td>
<td>4.22%</td>
<td>166</td>
<td>3.51</td>
</tr>
</tbody>
</table>

Comment from International Student:

“I just want to say thank you, because I noticed how much effort, passion and involvement you are all guys doing for us. Even if I just arrived a few months ago, I’m amazed by what you guys are doing for all of us. You are creating a big family where International Student can gather, share good or bad moments, seek for help. That's amazing. Thank you. Thank you. Thank you.”

7. Administrative Unit Outcomes and Program Improvement Objectives for the Next Three Years:

Please state the Administrative Unit Outcome (AUO) for the next three years for each of the functional areas you identified in section four of this report. Each AUO must be supported by one or more Program Improvement Objectives.

An Administrative Unit Outcome states what the administrative unit intends to accomplish in the next three years. A Performance Improvement Objective indicates the activities that will be completed in support of the AUO. Performance Improvement Objectives are specific tasks and activities.

Statements that start with “continue to” or “maintain” are not AUOs or PIOs.

<table>
<thead>
<tr>
<th>Functional Area (Description of Primary Service Identified in section 4.)</th>
<th>Administrative Unit Outcome (AUO)</th>
<th>Performance Improvement Objectives (PIO)s (one or more per AUO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide admissions services for international students</td>
<td>Increase international student applications received</td>
<td>1. Hire additional staff to support increase in applications</td>
</tr>
<tr>
<td>2. Recruit new international students to PCCD</td>
<td>Increase international student applications received</td>
<td>1. Hire additional staff to support increase in applications</td>
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<tr>
<td></td>
<td></td>
<td>2. Implement Terra Dotta to streamline application process</td>
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<td></td>
<td>2. Draft written 3-year recruiting plan to create buy-in from constituents</td>
</tr>
<tr>
<td>3. Address personal and academic counseling and advising, as well as adjustment issues, such as culture shock and adaptation to college life</td>
<td>Increase/improve support services provided to international students. Increase international student retention</td>
<td>1. Hire one full time counselor and additional part time to establish continuity and increase counseling for students</td>
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<tr>
<td>4. Provide outreach services that include promotion and recruitment activities in the local and international communities</td>
<td>Increase international student applications received</td>
<td>1. Hire additional staff to support increase in applications 2. Increase partnerships with language schools and local high schools that enroll international students</td>
</tr>
<tr>
<td>5. Handle student immigration issues including change of status, reinstatement, university transfers, work authorizations, etc.</td>
<td>Increase/improve support services provided to international students. Increase international student retention</td>
<td>1. Hire additional staff to accommodate additional workload at the District International office and on-campus 2. Provide staff and faculty with additional professional development opportunities</td>
</tr>
<tr>
<td>6. Assist with student housing</td>
<td>Increase/improve support services provided to international students. Increase international student retention</td>
<td>1. Hire additional staff to accommodate additional workload at the District International office and on-campus 2. Work with campuses to provide housing on-campus</td>
</tr>
<tr>
<td>7. Conduct new student orientation, and facilitate international student clubs, mentorship and leadership programs, activities and events</td>
<td>Increase/improve support services provided to international students. Increase international student retention</td>
<td>1. Hire additional staff to accommodate additional workload at the District International office and on-campus 2. Provide staff and faculty with additional professional development opportunities</td>
</tr>
<tr>
<td>8. Internationalize college curriculum through study abroad and collaborate with instructional departments at the colleges</td>
<td>Expand study abroad programs for the District. Increase domestic student retention</td>
<td>1. Conduct study abroad fair, workshops and staff development day presentations 2. Meet with college administration and faculty to design new study abroad programs</td>
</tr>
<tr>
<td>9. Work closely with the college admissions supervisors to address specific issues regarding</td>
<td>Increase/improve support services provided to international students. Increase international student</td>
<td>1. Hire additional staff to provide additional direct support on-campus 2. Provide staff and faculty with</td>
</tr>
<tr>
<td>Step</td>
<td>Action</td>
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<tr>
<td>10.</td>
<td>Address health, medical and safety issues</td>
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<td></td>
<td>Increase/improve support services provided to international students</td>
<td></td>
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<tr>
<td></td>
<td>Increase international student retention</td>
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<tr>
<td></td>
<td>1. Hire additional staff to accommodate additional workload at the District International office and on-campus</td>
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<td></td>
<td>2. Provide staff and faculty with additional professional development opportunities</td>
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<td>11.</td>
<td>Work with college assessment center coordinators to arrange special assessment tests for international students</td>
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<td>1. Hire additional staff to provide additional direct support on-campus</td>
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<td>Work closely with college faculty and staff on issues related to the well-being of international students</td>
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<td>Increase/improve support services provided to international students</td>
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<td>Increase international student retention</td>
<td></td>
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<tr>
<td></td>
<td>1. Hire additional staff to accommodate additional workload at the District International office and on-campus</td>
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<td></td>
<td>2. Provide staff and faculty with additional professional development opportunities</td>
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<tr>
<td>13.</td>
<td>Maintain and update International Student Website</td>
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<td>Increase/improve support services provided to international students</td>
<td></td>
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<td></td>
<td>Increase international student retention</td>
<td></td>
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<td></td>
<td>1. Hire additional staff to accommodate additional workload at the District International office and on-campus</td>
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</tr>
<tr>
<td>14.</td>
<td>Information sharing through faculty and staff development workshops</td>
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<td></td>
<td>Increase outreach to the campuses</td>
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<tr>
<td></td>
<td>1. Provide staff and faculty with additional professional development opportunities</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Conduct Optional Practical Training (OPT) and Curricular Practical Training (CPT) workshops to announce work possibilities and educate students on process for applying</td>
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<td>Increase/improve support services provided to international students</td>
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<td>1. Hire additional staff to accommodate additional workload at the District International office and on-campus</td>
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<td></td>
<td>2. Provide staff and faculty with additional professional development opportunities</td>
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<tr>
<td>16.</td>
<td>Advocate on behalf of students in matters concerning immigration, academics, health insurance, Social Security Administration, Department of Motor Vehicles, landlord, financial issues and other issues that affect student life</td>
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<td></td>
<td>Increase/improve support services provided to international students</td>
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<tr>
<td></td>
<td>2. Provide staff and faculty with additional professional development opportunities</td>
<td></td>
</tr>
</tbody>
</table>
8. Human Resource Needs:

- Describe your level of staffing for the past four years in terms of FTE.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Classified FT</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Classified PT</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Confidential FT</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Hourly</td>
<td>1</td>
<td>0</td>
<td>1 (0.5 PT)</td>
<td>1 (0.5 PT)</td>
</tr>
<tr>
<td>Student Workers</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Faculty Reassigned</td>
<td>2 (PT counselors)</td>
<td>2 (PT counselors)</td>
<td>2 (PT counselors)</td>
<td>2 (PT counselors)</td>
</tr>
</tbody>
</table>

| Total FTE           | 9         | 8         | 8.5       | 8.5       |

- What are your anticipated staffing needs for the next three years? Why? Do you anticipate an increase in the workload of your administrative unit? Are additional staff necessary in order to achieve the program improvement objectives listed in section six of this report? Please provide a reason and/or evidence to support your request for additional staff and indicate which administrative unit outcome and program improvement objectives the request supports and prioritize the personnel requests.

<table>
<thead>
<tr>
<th>Position (indicate job classification)</th>
<th>New or Replacement?</th>
<th>Administrative Unit Outcome</th>
<th>Program Improvement Objective(s)</th>
<th>Reason and/or Evidence of the Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Director/Associate Vice Chancellor (Additional $20,000)</td>
<td>Replacement</td>
<td>All AUO’s listed in Section 7</td>
<td>All PIO’s listed in Section 7</td>
<td>Salary increase to reflect additional administrative duties currently being performed by Director due to loss of Vice Chancellor/Associate Vice Chancellor</td>
</tr>
<tr>
<td>2. Full-Time Counselor (FTE) ($64,000 + Benefits)</td>
<td>New</td>
<td>Increase/improve support services provided to international students</td>
<td>Increase international student retention</td>
<td>Need one full time counselor at OIE to accommodate increase in international student population.</td>
</tr>
<tr>
<td>3. International Student Support Specialist ($53,000 + Benefits)</td>
<td>Replacement</td>
<td>Increase/improve support services provided to international students</td>
<td>To accommodate additional workload at the District International</td>
<td>Replace former International Student Support Specialist/SEVIS who is now an International Program Manager</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4. Staff Assistant/Student Services ($41,000 + Benefits)</td>
<td>Replacement</td>
<td>Increase international student retention</td>
<td>office and on-campus</td>
<td>Replace former Staff Assistant who is now an International Student Support Specialist.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increase/improve support services provided to international students</td>
<td>To accommodate additional workload at the District International office</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increase international student retention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Senior Clerical Assistant ($34,000 + Benefits)</td>
<td>New</td>
<td>Increase/improve support services provided to international students</td>
<td>To accommodate additional workload at the District International office</td>
<td>Clerical needs have increased primarily because more applications are being received and OIE is expanding its student support services at the colleges</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increase international student retention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. 4 Hourly Employees/Independent Contractors ($120,000)</td>
<td>New</td>
<td>Increase/improve support services provided to international students</td>
<td>To accommodate additional workload at the District International office and on-campus</td>
<td>Assist with student support at District, Laney College and BCC, and assist with Terra Dotta implementation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increase international student retention</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Additional Amount Needed for New and Replacement Staffing: $332,000 + Some Benefits**

9. **Equipment and Technology Needs (not covered by current budget):**

- What are your key equipment and technological needs for the next three years? Why? Please provide a reason and/or evidence to support your requests and indicate which administrative unit outcome and program improvement objectives the request supports. Place items on the list in order (rank) of importance. If equipment needs are specific to a position, please indicate the linkage.

<table>
<thead>
<tr>
<th>Equipment or Technology Request</th>
<th>New or Replacement?</th>
<th>Administrative Unit Outcome</th>
<th>Program Improvement Objective(s)</th>
<th>Reason and/or Evidence of the Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Terra Dotta Software</td>
<td>New</td>
<td>Streamline admissions process for international students</td>
<td>1. To comply with federal Student &amp; Exchange Visitor Program</td>
<td>To better track student data and more accurately</td>
</tr>
</tbody>
</table>
10. Facility Needs (not covered by current building or remodeling projects):

- What are your new facilities needs for the next three years? Why? Please provide a reason and/or evidence to support your requests and indicate which administrative unit outcome and program improvement objectives the request supports. Place items on the list in order (rank) of importance.

<table>
<thead>
<tr>
<th>Facility Request</th>
<th>Administrative Unit Outcome</th>
<th>Program Improvement Objective(s)</th>
<th>Reason and/or Evidence of the Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
11. Professional and Organizational Development Needs (not covered by current budget):

- Please describe the professional development needs of the administrative unit. Include specifics such as training in the use of technology, cultural sensitivity, mentoring, and activities that help individuals stay current with their job responsibilities or to meet state, federal or professional requirements, etc. Place items on the list in order of rank or importance and indicate which administrative unit outcome and program improvement objectives the request supports.

<table>
<thead>
<tr>
<th>Professional or Organizational Development Request</th>
<th>Administrative Unit Outcome</th>
<th>Program Improvement Objective(s)</th>
<th>Reason and/or Evidence of the Need</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Staff Training/NAFSA Memberships</td>
<td>Support staff needs for the office</td>
<td>Provide staff and faculty with additional professional development opportunities</td>
<td>To update skills to comply with federal Student &amp; Exchange Visitor Program (SEVP) requirements, learn new technology, and develop best practices for study abroad</td>
<td>$24,000</td>
</tr>
<tr>
<td>NAFSA: Association of International Educators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. NAFSA Academy</td>
<td>Support staff needs for the office</td>
<td>Provide staff additional professional development opportunities</td>
<td>To provide staff with access to extensive trainings and resources in the field of international education</td>
<td>$16,000</td>
</tr>
</tbody>
</table>
12. Other Needs (not covered by current budget):

- Please describe any other needs that you are certain do not fit elsewhere. Not all needs will have a direct cost, but may require reallocation of current staff time. Place items on the list in order of rank or importance and indicate which administrative unit outcome and program improvement objectives the request supports.

<table>
<thead>
<tr>
<th>Other Needs</th>
<th>Administrative Unit Outcome</th>
<th>Program Improvement Objective(s)</th>
<th>Reason and/or Evidence of the Need</th>
<th>Estimated Cost</th>
</tr>
</thead>
</table>
| 1. Overseas international recruitment travel/fairs | Increase international student applications received | 1. Hire additional staff to support increase in applications  
2. Draft written 3-year recruiting plan to create buy-in from constituents | The Office of International Education needs additional funding to travel overseas to attend fairs, meet with high school/college administrators and make presentations to various communities in order to recruit international students in other countries | $100,000       |
| 2. Establish agreements to pay commission to agents | Increase international student applications received | 1. Hire additional staff to support increase in applications  
2. Draft written 3-year recruiting plan to create buy-in from constituents | This money will be used to pay commission to agents ($500 per student) with established agreements who supply Peralta Colleges with new students.  
- Agents would provide year-round representation for the Peralta Colleges in-country, which is much more effective than if we only rely on sending staff to visit a country for a few days each year.  
- Agents tend to know what is happening in their | $100,000       |
particular market overseas.

- Agents are often asked to assist staff at fairs as interpreters or to follow-up on leads.

- Agents can help to organize meetings with local educators and officials, and provide invitation letters for visas and other logistics.
Appendices
Appendix A.

The Legal and Professional Basis for Program Review

TITLE 5, Section 51022(a)
The governing board of each community college district shall, no later than July 1, 1984, develop, file with the Chancellor, and carry out its policies for the establishment, modification, or discontinuance of courses or programs. Such policies shall incorporate statutory responsibilities regarding vocational or occupational training program review as specified in section 78016 of the Education Code.

ACCJC STANDARDS Standard 1B. Improving Institutional Effectiveness
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning.

The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. 1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. 2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement. 3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data. 4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness. 5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies. 6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts. 7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

EDUCATION CODE, Section 78016
(a) Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following: (1) Meets a documented labor market demand. (2) Does not represent unnecessary duplication of other manpower training programs in the area. (3) Is of demonstrated effectiveness as measured by the employment and completion success of its students. (b) Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year. (c) The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.
## Appendix B.

### Program Review Validation Form and Signature Page

**Department or Administrative Unit:**

---

### Part I. Overall Assessment of the Program Review Report

<table>
<thead>
<tr>
<th>Review Criteria</th>
<th>Comments: Explanation if the box is not checked</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All sections of the program review narrative report are addressed.</td>
<td></td>
</tr>
<tr>
<td>2. Delineation of functions includes areas that provide service to the Colleges.</td>
<td></td>
</tr>
<tr>
<td>3. Administrative Unit Outcomes (AUOs) are clearly stated and reflect the work of the administrative unit.</td>
<td></td>
</tr>
<tr>
<td>4. Program Improvement Objectives (PIOs) support each Administrative Unit Outcome (AUO).</td>
<td></td>
</tr>
<tr>
<td>5. The resource requests are connected to the Administrative Unit Outcomes (AUOs) and Program Improvement Objectives (PIOs) and are aligned to the PCCD Strategic Goals and Institutional Objectives.</td>
<td></td>
</tr>
</tbody>
</table>
Part II. Choose one of the Ratings Below and Follow the Instructions.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Instructions for First Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Accepted.</td>
<td>1. Complete the signatures below and submit to the Vice Chancellor of Educational Services and the Vice Chancellor of Finance.</td>
</tr>
<tr>
<td>2. Conditionally Accepted.</td>
<td>2. Provide commentary that indicates areas in the report that require improvement and return the report to the administrative unit manager with a timeline for resubmission to the validation chair.</td>
</tr>
<tr>
<td>3. Not Accepted.</td>
<td>3. Provide commentary that indicates areas in the report that require completion and/or revision and return the report to the administrative unit manager with instructions to revise. Notify the Vice Chancellor of Educational Services, the Vice Chancellor of Finance of the Not Accepted status.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating</th>
<th>Instructions for Second Review (if necessary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Accepted.</td>
<td>1. Complete the signatures below and submit to the Vice Chancellor of Educational Services and the Vice Chancellor of Finance.</td>
</tr>
<tr>
<td>2. Conditionally Accepted.</td>
<td>2. Provide commentary that indicates areas in the report that require improvement and return the report to the administrative unit manager with a timeline for final resubmission to the validation chair.</td>
</tr>
<tr>
<td>3. Not Accepted.</td>
<td>3. Provide commentary that indicates areas in the report that require completion and/or revision and return the report to the administrative unit manager with instructions to revise. Notify the Vice Chancellor of Educational Services, the Vice Chancellor of Finance and the Chancellor of the Not Accepted status.</td>
</tr>
</tbody>
</table>
Part III. Signatures

Validation Committee Chair

__________________________________________     ________________________________     _____________________
Print Name                                      Signature                          Date

Validation Committee Members

__________________________________________     _________________________________________     _____________________
Print Name                                      Signature                          Date

Validation Committee Members

__________________________________________     _________________________________________     _____________________
Print Name                                      Signature                          Date

Validation Committee Members

__________________________________________     ________________________________     _____________________
Print Name                                      Signature                          Date

Validation Committee Members

__________________________________________     _________________________________________     _____________________
Print Name                                      Signature                          Date

__________________________________________________________________________________________

Received by Vice Chancellor of Educational Services

__________________________________________     ________________________________     _____________________
Print Name                                      Signature                          Date

Received by Vice Chancellor of Finance

__________________________________________     ________________________________     _____________________
Print Name                                      Signature                          Date
Educational Services Delineation of Functions

District Program Review 2015-16
Item 4
Educational Services
Interactive Function Charts

• Two levels of charts:
  – Educational Services Sub-Units
  – Functions of Sub-Unit

• Click on orange-highlighted boxes to go from one level to another. Clicking on a top box takes you back to the previous level.
Educational Services
Interactive Function Charts

Function charts are different from org charts:

➢ Org charts show the organization of positions within a unit, whereas function charts show the functions performed by a unit.
Educational Services

- Admissions & Records, Student Services, Childcare
  - Financial Aid
  - Faculty Evaluations
  - Enrollment Management
- Economic and Workforce Development
- Institutional Research
- International Education
- Distance Education, Websites
- Staff Development
- Curriculum
- BI Tool
- Career Pathways Trust Grant
- Student Success and Equity
District Functions

Educational Services
Admissions & Records, Student Services

Admissions
Attendance accounting
Academic Advising
Enrollment, completion
Dual enrollment
SSSP
Degrees and transcripts
College counseling departments
Degree evaluators
Childcare
District Functions

**Educational Services**
**Institutional Research**

Validation of assessment instruments.
  - Consequential validity survey
  - Program Review and Annual Program Update data support
  - Student Equity Plan data support
  - Accreditation data
  - Strategic Plan data
  - PFT Part-time evaluations spreadsheet
  - Grant reporting
  - Career Pathways Trust Data
  - Multiple Measures Implementation
  - Data Warehouse and BI Systems Administration

**MIS Submission:** Prepare, submit District MIS data to state Chancellor’s Office
  - 320 Report: Submission of attendance contact hours to state
  - Ad-hoc requests

**Review of external requests to conduct research**
**Contact lists for outreach to targeted subgroups of students**
Implement and oversee offices of success and equity (C-YES)
Coordinate Dual Enrollment Efforts
Coordinate outreach to high schools and special populations
   Coordinate equity initiatives at the colleges
Develop equity workshops and presentations
Educational Services
International Education

Recruitment and Admission
Orientation, assessment, counseling and advising
Student immigration issues and outreach
Study abroad
Website maintenance
Participate in college enrollment management efforts
Maintain and support online and hybrid classes using Moodle
Maintain and support District websites
Post accreditation and planning documents on district websites
Advise colleges on website issues
Support use of Moodle for student evaluations of faculty
Prepare spreadsheets showing FTES, FTEF, and productivity by college and District to help develop strategies to meet enrollment targets. Automated daily enrollment reports generated by BI Tool and sent by email to college constituents.
Receive student evaluation of faculty forms from college evaluation committees
Process student evaluations of faculty, using both online and traditional (Scantron) evaluation forms.
Check in and scan forms, process through Scantron or Moodle and submit by email to each college division.
Keep file of all student evaluations.
District Functions

Educational Services
Economic and Workforce Development

Building Career Pathways and Coordinating with Colleges
Engaging Internal Partners, including CTE, DEC, DAS, VPs/Deans
Engaging External Partners, including K-12, Business, CBOs, Regional Efforts, WIBs
Managing and Coordinating Grants
Coordinating Adult Education
Financial Aid

Educational Services
Financial Aid

Respond to Audit Findings
Provide guidance on FA Compliance regulations
Guidance and training to colleges on regulatory changes
PeopleSoft Student Admin FA Management and Maintenance
Troubleshoot college reports of system errors
Provide system enhancements and provide FA student service
Report required data elements to Feds and State
Colleges submit compliance data generated by District
Generate internal FA data reports and analyze data
Review student FA data and provide data analysis to colleges
Identify gaps in FA office, equity gaps in FA recipients, SSSP gaps
Guidance for updated compliance updates from State and Feds
Provide support to resolve audit findings
Outreach: Communicate requirements to become a faculty member. Communicate high expectations for professionalism, content knowledge, and pedagogy.
Selection: Review prospective faculty minimum qualifications and recommended qualifications.
Training available to all faculty and prospective faculty who have applied to program.
Matching: Support of logistics for hiring interns.
Coordination of faculty and staff Professional development activities. Annual planning and Coordination of 6 Flex Days Oversight of campus staff development, committees, communiques, budgets, funding and promotion of group and individual professional development activities.
Provide access to institutional data, updated daily through a data warehouse connected to PeopleSoft, to the colleges in the form of dashboards and customized reports. Maintain around-the-clock availability of BI dashboards, ad-hoc query tool, and supporting data warehouse. Manage access list of users and permissions for all colleges. Provide support to teams in all technical matters involving BI tools. Create documentation explaining BI answers and dashboards. Conduct trainings on how to access and navigate BI tools, including dashboards and Answers.
Coordinates college funding for workforce coordinators and other grant-related activities
- Coordinates pathways between high schools and colleges
- Coordinates Work-based learning committees with Peralta and regional counterparts
- Provides CCPT finance and budget oversight for colleges
- Organizes public presentations featuring Peralta colleges as leading the way in pathway reform; promotes Peralta colleges in statewide venues
- Manages and supports website to promote CPT and enable improved placement
- Coordinates meetings between high school and Peralta faculty to develop opportunities for early college credit and create awareness of Peralta CTE offerings
- Coordinates and oversees data sharing with high schools for improved placement
- Coordinates integrated counseling between high schools and colleges
Reviews and processes all new course/program approval and course change requests for submission to CIPD, Board of Trustees, in accordance with district and state regulations.

Maintains the district's Uniform Course Numbering (UCN) system, assigning appropriate course numbers as necessary.

Maintains Master Course File with the chancellor’s office through the Curriculum Inventory system. This information is used to validate MIS submissions of courses, sections and students.

Provide functional expertise to college schedulers in preparing class schedules.

Work closely with colleges and IR Analyst to review, troubleshoot and correct MIS data submissions.

Analyze current systems, define and propose new or enhanced system functionality; test and maintain updates and fixes to facilitate college work.
*ISSS = International Student Support Specialist
Educational Services
Clickable Org Chart

Click shaded boxes to see subgroup charts or to return to main chart
Dean of Equity and Student Success

Coordinator

Staff Assistant
Peralta District Service Centers “Customer Satisfaction” 2015 Survey Report

This report describes the results of the 2015 District Service Centers “Customer Satisfaction” Survey which was conducted to evaluate the quality of the services provided by thirteen District Service Centers. Comparisons between Fall 2015 and Fall 2013 surveys results were also conducted to assess potential fluctuations in the quality of services provided by the District Service Centers.

Methodology

In December, 2015 the faculty, staff and administrators of the Peralta Community College District (4 colleges and district office) were asked to complete an anonymous “customer satisfaction” survey rating each district service area. Participants were asked to rate their experiences with each of the thirteen District Service Centers during the past year. Specifically, respondents were asked how often they utilized the services of each service center: never, once, or more than once. If participants did not have any interaction with a particular service center, then they were automatically skipped to the next section of the survey. Otherwise, they were asked three questions concerning whether their experiences with each service center were...

1) handled to their satisfaction (accommodation),

2) handled in a timely manner (timeliness), and

3) whether they were treated respectfully (respectfulness).

To each of these questions, respondents could choose one of five options: strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree.

Results

We first present the response rates by college and position. Second, we present the utilization and satisfaction level findings for the District Service Centers for Fall 2015, followed by comparisons of the results between Fall 2015 and Fall 2013 surveys. The last section provides charts showing survey results from both years for each service area.

Fall 2015 Survey Response Rates

A total of 215 respondents completed the Fall 2015 survey, approximately 14.4% of the population (N = 1,491; data from Fall 2014 MIS Faculty and Staff Demographic Report). Approximately 19% of the respondents were from Berkeley City College, 14% from College of Alameda, 22% from Laney College, 18% from Merritt College, and 32% from the District Office. In terms of respondents’ positions at PCCD, approximately 43% were faculty, 42% were staff, 13% were administrators, and 4% were contractors/other. Data for Fall 2015 survey are provided in Appendix A.
Utilization of District Service Centers

Utilization was operationalized as respondents having at least one interaction with a service center in the past year (i.e., combined “once” and “more than once” responses). Of the 13 Service Centers, Human Resources had the highest utilization rate (85.1%), followed by Information Technology (77.4%), Admissions and Records (61.9%), Finance (61.1%), and General Services (51.5%). The remaining Service Centers each had interaction with less than 50% of the respondents (see table below for the Fall 2015 interaction rates for each Service Center).

<table>
<thead>
<tr>
<th>Service Center</th>
<th>2015 Rate</th>
<th>2013 Rate</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions &amp; Records</td>
<td>61.9%</td>
<td>58.8%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Chancellor's Office</td>
<td>45.3%</td>
<td>34.3%</td>
<td>11.0%</td>
</tr>
<tr>
<td>Educational Services</td>
<td>49.3%</td>
<td>39.8%</td>
<td>9.5%</td>
</tr>
<tr>
<td>Finance</td>
<td>61.1%</td>
<td>47.1%</td>
<td>14.0%</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>21.0%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>General Counsel</td>
<td>30.5%</td>
<td>28.4%</td>
<td>2.1%</td>
</tr>
<tr>
<td>General Services</td>
<td>51.5%</td>
<td>40.2%</td>
<td>11.3%</td>
</tr>
<tr>
<td>Human Resources</td>
<td>85.1%</td>
<td>66.1%</td>
<td>19.0%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>77.4%</td>
<td>61.7%</td>
<td>15.7%</td>
</tr>
<tr>
<td>International Education</td>
<td>28.6%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Institutional Research</td>
<td>36.0%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Public Information</td>
<td>31.8%</td>
<td>25.4%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Risk Management</td>
<td>40.2%</td>
<td>30.8%</td>
<td>9.4%</td>
</tr>
</tbody>
</table>

Satisfaction Level of Service Centers

For this report, “strongly disagree” and “disagree” responses were combined as “dissatisfied” with the service-related experiences (i.e., accommodation, timeliness, and respectfulness), and “strongly agree” and “agree” responses were combined as “satisfied” with the services. (See the charts below for each service center results.)

Chancellor’s Office received the highest satisfaction ratings for the 3 service-related experiences: accommodation (77.4%), timeliness (76.4%), and respectfulness (79.6%). Public Information had the next highest satisfaction ratings (70.0%, 66.7% and 76.7%, respectively), followed by Admissions and Records (68.2%, 62.1% and 74.2%, respectively) and Office of International Education (64.8%, 61.1% and 79.6%, respectively).
In contrast, less than 50% of the respondents expressed satisfaction with accommodation and timeliness of the services provided by Risk Management, General Services, Finance, and Information Technology. Of these, Risk Management received higher dissatisfaction than satisfaction ratings for accommodation (44.2% vs. 36.4%) and timeliness (57.1% vs. 27.3%). In addition, Finance, Information Technology, and General Services had higher dissatisfaction than satisfaction ratings for timeliness (Finance 52.5% vs. 32.8%, Information Technology 44.9% vs. 38.8%, General Services 43.0% vs. 36.0%).

For all 13 Service Centers, respectfulness had higher satisfaction ratings (ranged from 50.6% to 79.6%) in comparison to accommodation (ranged from 36.4% to 77.4%) and timeliness (ranged from 27.3% to 76.4%) ratings.

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

To assess whether the utilization of and satisfaction with the services provided by the District Service Centers had changed between Fall 2013 and Fall 2015, the results for the 10 Service Centers that were evaluated for both periods were compared.

In Fall 2013, 286 respondents completed the survey, about 19.6% of the population (N = 1,459; data from Fall 2013 MIS report). Approximately 12% of the participants were from Berkeley City College, 14% from College of Alameda, 27% from Laney College, 17% from Merritt College, and 22% from the district office. For positions at PCCD, approximately 46% were faculty, 39% were staff, 14% were administrators, and 1% were contractors.

Similar to Fall 2015, Human Resources had the highest utilization rate (66.1%), followed by Information Technology (61.7%), Admissions and Records (58.8%), Finance (47.1%), and General Services (40.2%) in Fall 2013. The utilization rates for all 10 Service Centers in Fall 2013, however, were lower than for Fall 2015 (see Table 1). Human Resources, Information Technology, Finance, General Services, and Chancellor’s Office exhibited over 10% increase in the utilization rates in Fall 2015.

Although a higher proportion of the respondents utilized the 10 District Service Centers in Fall 2015 in comparison to Fall 2013, they generally reported lower levels of satisfaction with accommodation and timeliness of the services provided in Fall 2015 than in Fall 2013. Specifically, Risk Management evidenced substantial decreases in the satisfaction level for accommodation (23.4%) and timeliness (28.6%) from Fall 2013 to Fall 2015. General Services also showed decreases for accommodation (15.8%) and timeliness (11.7%); as well as Information Technology for accommodation (10.7%) and timeliness (13.7%). Both Admissions and Records (14.3%) and Finance (11.9%) exhibited decreases in the satisfaction level for timeliness between the two periods.

The only service center to exhibit positive changes in all 3 service-related experiences was Educational Services, with the largest increase for accommodation (14.1%), followed by timeliness (8.9%) and respectfulness (5.3%). Chancellor’s Office showed moderate increases for accommodation (5.9%) and timeliness (8.2%).

Respectfulness showed higher satisfaction ratings in comparison to accommodation and timeliness for all 10 Service Centers in Fall 2013, and generally evidenced little change between the two periods. Two exceptions were General Services and Risk Management, which showed decreases in respectfulness from Fall 2013 to Fall 2015 (17.2% and 17.0%, respectively).
Satisfaction Level for District Service Centers Charts

The charts below summarize, for each service area, the level of satisfaction reported by respondents in 2013 and 2015. For this report, “strongly disagree” and “disagree” responses were combined as “dissatisfied” with the service-related experiences (i.e., accommodation, timeliness, and respectfulness), and “strongly agree” and “agree” responses were combined as “satisfied” with the services. Red bars indicate dissatisfaction and blue bars indicate satisfaction.

**Admissions & Records**

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<tbody>
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<td>-13</td>
</tr>
<tr>
<td>Timeliness</td>
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<td>-11</td>
</tr>
<tr>
<td>Respectful</td>
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**Chancellor's Office**

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<tr>
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<td>-18</td>
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<tr>
<td>Respectful</td>
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**Educational Services**

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<tbody>
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<td>-24</td>
</tr>
<tr>
<td>Timeliness</td>
<td>-25</td>
<td>-24</td>
</tr>
<tr>
<td>Respectful</td>
<td>-10</td>
<td>14</td>
</tr>
</tbody>
</table>
Finance

2015
- Accommodated: -39, 43
- Timeliness: -52, 33
- Respectful: 45, 66

2013
- Accommodated: -30, 53
- Timeliness: -37, 45
- Respectful: 33, 65

Financial Aid

2015
- Accommodated: 16, 56
- Timeliness: 16, 58
- Respect: 7, 72

General Counsel

2015
- Accommodated: 23, 58
- Timeliness: -31, 54
- Respectful: 12, 71

2013
- Accommodated: -16, 62
- Timeliness: -22, 50
- Respectful: 10, 73
General Services

## Accomodated

- **2015:** -38% 40%
- **2013:** -29% 56%

## Timeliness

- **2015:** -43% 36%
- **2013:** -34% 48%

## Respectful

- **2015:** -23% 56%
- **2013:** 15% 73%

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Human Resources

## Accomodated

- **2015:** -28% 56%
- **2013:** -25% 60%

## Timeliness

- **2015:** -33% 50%
- **2013:** -34% 48%

## Respectful

- **2015:** 15% 70%
- **2013:** 33% 74%

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Information Technology

## Accomodated

- **2015:** -32% 48%
- **2013:** -31% 58%

## Timeliness

- **2015:** -45% 39%
- **2013:** -34% 53%

## Respectful

- **2015:** 13% 67%
- **2013:** 12% 69%
Conclusion

The results of the two surveys indicate variations in the rate of utilization and satisfaction level with the District Service Centers. First, for both time periods, Human Resources, Information Technology, Admissions and Records, Finance, and General Services evidenced the most interactions. Moreover, the utilization of all 10 District Service Centers had increased from Fall 2013 to Fall 2015; over 10% for Human Resources, information Technology, Finance, General Services, and Chancellor’s Office.

Second, a majority of the District Service Centers provided satisfactory accommodation and timeliness services, when defined as at least 50% of the respondents were satisfied with the services they received. However, 4 District Service Centers were below this standard for accommodation and timeliness in Fall 2015: Risk Management, General Services, Finance, and Information Technology. Moreover, Risk Management, General Services, and Information Technology evidenced substantial decreases in the satisfaction level for accommodation and timeliness over the two periods.