ACCJC Follow-Up Report due October 1, 2021

Chancellor Jackson, President Garcia and Dr. Janet Fulks & back-up by the expanded Chancellors Cabinet
August 30 PCCD Townhall Meeting on the ACCJC Follow-Up Report
Accreditation following the Peer Review Visits in March

ACCJC Follow-Up Report – Improvement Recommendations and Non-compliance Requirements

• 4 Colleges: Improvement Recommendations - 1 at Laney & 2 at BCC
  • Districts are not accredited therefore all four colleges share the District requirements

• 10 District REQUIREMENTS and

• 8 Fiscal Issues related to FCMAT which must be addressed in the Follow-Up report

• 2 Improvement Recommendations – not addressed in follow-up
Summary of Reporting and Requirements

• The District must analyze issues and stabilize the finances and financial aid, ensure credibility and respond to all audit findings.

• The District/colleges must clearly **delineate functions** among the district and the colleges and follow policies and procedures.

• The District and the Board of Trustees must:
  • Evaluate and delineate authority to the Chancellor
  • Act in one accord – one decision, one voice
  • Act as an independent body – free of influences
  • Review its policies and procedures and **follow them**
  • Assure academic quality and financial stability
PCCD must

#10. Clearly delineate, document and communicate the operational responsibilities and functions of the District from those of the Colleges.

#8. Regularly Assess Policies and Follow them

The District must

#1. Financial controls, evaluate financial management
   Credible financial documents

#2. Respond to all external audit findings

#3. Practice effective oversight of its financial aid programs

Board of Trustees must

#4. Assure academic quality and ensure fiscal stability

#5. Once the BOT reaches a decision, all board members support

#6. Use a clearly defined policy for evaluating the Chancellor

#7. Act as an independent, policy-making body reflecting the public’s interests

#9. Delegate full responsibility and authority to the Chancellor to implement & administer board policies w/o BOT
Status of Requirements 1 Finance

- Many Reports - FCMAT, CBT, Cambridge West, ACCJC, Integrated Planning Document
- Many Consultants - PeopleSoft, EdgeRock, CBT
- Extensive Analysis - Software Updates, Recoding & Testing, Evaluation, Improvement – still in Progress
- Financial Controls Implemented – Technical and procedural business rules e.g., approval cues, Chart of Accounts, regular testing and evaluation of financial systems, human accountability, committee checks and balances PBIM, BAM, FBC
- Financial Picture More Stable – SCFF embedded, Tentative budget looks good, Ending balance is improved BP 6250, CFS 311 improved reflecting more fiscal stability

Improved but still needs work; Covid has and hasn’t helped; Need staffing
Requirement #2 Audit Findings

- Audit findings: What do they mean? Deficiency, Significant Deficiency, Material Weakness
- Why should you care?
- Actively analyzing and fixing
- Requirement 1 Finance and 3 Financial Aid improvements will help
- PeopleSoft Upgrade, EdgeRock, Huron are helping
- Technology is present- Business processes need to address gaps
- Requirement 10 - Delineating functions and accountability, will help

Responding to all audit findings, but not all fixed
Requirement 3 Financial Aid

Requirement 3: In order to meet the Standard, the district must practice effective oversight of its financial aid programs. (III.D.10)

Numerous Audit findings (and repeat findings) were related to Financial Aid and had to do with controls and accountability.

Solutions:
Technical controls are being worked on in daily meetings with consultants and weekly meetings with Financial Aid Staff

Internal Controls - Many of the functions were patches or bridges – outside of the PeopleSoft functions. Patches, do not integrate with the platform and cause problems. They are uncovering these and recoding appropriately. Improvement.

Human Controls - Training has happened but needs to organized, not on the fly. Reorganization needs to be properly delineated with responsibilities and accountability – a person in charge. Requirement 10 Functional Map will help.

A lot of headway has been made – Policy and Procedures Manual collaboratively updated aligning colleges and district better.
BOT must:

• #4 assure the **academic quality, integrity, and effectiveness** of the student learning programs and services and the financial stability of the institution

• #5 reach a decision and act as a unified board

• #6 adhere to the policy to evaluate the chancellor

• #7 function as an independent, policy-making body that reflects the public

• #8 update Board Policies and follow them

• #9 delegate full responsibility and authority to the Chancellor
### Requirement 8 – Regularly review Board Policy and follow it.

- BP/AP Taskforce:
- Created an interactive matrix of all BP and AP
- Arranged AP/BP by last date review and requirement level e.g. legally required/advised, Good Practice, Accreditation
- Included an analysis of missing BPs/APs that are legally required but missing
- Prioritized BP/APs for review; over 120 (50%) hadn’t been reviewed in over 7 years
- Combined data with review done by legal interns
- Updated AP 2410 Administrative Procedures
- Created a flow chart to visualize process with 7-year review cycle, newly submitted and CCLC updates for regulatory changes

<table>
<thead>
<tr>
<th>BP/AP</th>
<th>Title</th>
<th>Last Reviewed</th>
<th>Legally Required</th>
<th>Legally Advised</th>
<th>Good Practice</th>
<th>Required Accreditation</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAPTER 1</td>
<td></td>
<td></td>
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<tr>
<td>BP 1100</td>
<td>The [Name] Community College District</td>
<td>11/15/2016</td>
<td>LR</td>
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<td>4</td>
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<tr>
<td>BP 1200</td>
<td>District Mission</td>
<td>4/14/2015</td>
<td></td>
<td>A</td>
<td></td>
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<td>3</td>
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<tr>
<td>CHAPTER 2</td>
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<tr>
<td>BP 2010</td>
<td>Board Membership</td>
<td>11/15/2016</td>
<td>LR</td>
<td></td>
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<td>4</td>
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<tr>
<td>BP 2015</td>
<td>Student Board Member(s)</td>
<td>4/14/2015</td>
<td>LR</td>
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<td>4</td>
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<tr>
<td>BP 2100</td>
<td>Board Elections</td>
<td>6/25/2019</td>
<td>LR</td>
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<tr>
<td>BP 2110</td>
<td>Vacancies on the Board</td>
<td>9/27/2011</td>
<td>LR</td>
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<td>3</td>
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<tr>
<td>BP 2200</td>
<td>Board Duties and Responsibilities</td>
<td>9/27/2011</td>
<td></td>
<td>A</td>
<td></td>
<td></td>
<td>1, 3</td>
</tr>
<tr>
<td>BP 2210</td>
<td>Officers</td>
<td>9/27/2011</td>
<td></td>
<td>GP</td>
<td></td>
<td></td>
<td>3</td>
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<tr>
<td>BP 2220</td>
<td>Committees of the Whole</td>
<td>9/27/2011 (in review)</td>
<td>LA</td>
<td></td>
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<tr>
<td>BP 2305</td>
<td>Annual Organizational Meeting</td>
<td>9/27/2011</td>
<td></td>
<td>GP</td>
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<tr>
<td>BP 2310</td>
<td></td>
<td>9/27/2011</td>
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<td>GP</td>
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</table>
Requirement 10 – Functional Maps

- This does not really delineate functions in a useful way.

- With all the reorganization and staffing changes, it is important to know who is responsible.

### Standard I: Institutional Mission and Effectiveness

<table>
<thead>
<tr>
<th>A. MISSION</th>
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<tbody>
<tr>
<td>The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.</td>
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<tr>
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<tr>
<td>1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.</td>
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<td>2. The mission statement is approved by the governing board and published.</td>
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<td>3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.</td>
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<tr>
<td>4. The institution's mission is central to institutional planning and decision-making.</td>
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</tbody>
</table>

B. 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...
Requirement 10 – Functional Maps

**Action:**
- Clearly define & delineate who is responsible college/district for each function, NOT each standard
- This holds people accountable & explains how to FUNCTIONALLY get things done.
- This will be done in December.

**Introduction**

The Peralta Community College District Function map was developed to show the delineation of functions between the district and both colleges.

The purpose of this document is to clarify shared responsibilities, authority, and functions in the District and Colleges and to reference guiding Policies and Procedures related to those tasks. Where applicable, relevant Board Policies (BP) and Administrative Procedures (AP) are listed with each function. These listings are meant to serve as a quick reference and are not comprehensive to each function. Responsible District and College positions are listed for each function.

<table>
<thead>
<tr>
<th>Function</th>
<th>District Role</th>
<th>College Role</th>
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</thead>
<tbody>
<tr>
<td><strong>Accreditation</strong></td>
<td>• Act as liaison between colleges and district for accreditation functions</td>
<td>• Coordinate and facilitate ongoing accreditation functions.</td>
</tr>
<tr>
<td>(BP 3200 AP 3200)</td>
<td>• and issues.</td>
<td>• College ALOs and Presidents are primary points of contact for ACCJC.</td>
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<td>• Responsible for addressing accreditation standards related to</td>
<td>• Presidents</td>
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<td></td>
<td>centralized district functions</td>
<td>College Accreditation Liaison Officers</td>
</tr>
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<td></td>
<td>Chief of Staff, VC of Academic Affairs and Student Success</td>
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<tr>
<td><strong>Admissions, Records, and</strong></td>
<td>• Maintain online application (OCCA) and automated process</td>
<td>• Maintain registration processes and services</td>
</tr>
<tr>
<td><strong>Registration</strong></td>
<td>• Set registration, rosters and related schedules;</td>
<td>• Maintain student records</td>
</tr>
<tr>
<td>(BP 5010, 5011 AP 5010, 5011)</td>
<td>• Establish Priority Registration</td>
<td>• Designate priority registration for categorical programs and special</td>
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<td></td>
<td>• Provide transcripts electronically and in print</td>
<td>populations.</td>
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<tr>
<td></td>
<td>• Offer annual training and updates to college A&amp;R staff</td>
<td>• Review external reporting (MIS, NESC, IPEDS) for accuracy related to students</td>
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<tr>
<td></td>
<td>• Serve as lead on all A&amp;R PS functionality projects</td>
<td>• Evaluate and award student degrees and certificates.</td>
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<td>• Serve as centralized registrar</td>
<td>• Assess the student requests for enrollment</td>
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<td></td>
<td>• Ensure regulation compliance</td>
<td>• Educate campus staff, faculty and students on enrollment forms</td>
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<td></td>
<td>• Serve as lead on annual internal audits of A&amp;R items</td>
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<td></td>
<td>• Maintain and monitor storage of student records (i.e., grades, attendance</td>
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<td></td>
<td>• Evaluates applications to determine eligibility for admission, review</td>
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<td></td>
<td>• code and process applications according to</td>
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</table>
Work in August to meet the Timeline

- 8 Extended Chancellor’s Cabinet meetings Mondays and Fridays – Cabinet, ALOs, VPs, VPSS, VPAS
- 10 Meetings on Finance
- 5 Meetings on Financial Aid
- 5 Meetings on Functional Map
- 4 BP/AP Taskforce meetings or sub-meetings
- 4 Meetings on the Audit
- 5 meetings on reporting

Adil Ahmed
Amy H. Lee
Angelica Garcia
Angie Harris
Antoine Mehouelley
Atheria Smith
Brenda Johnson
David M. Johnson
Denise Richardson
Derek Pinto
Diana Bajrami
Ernesto Nery
Francisco Herrera
Garth Kwiecien
Hemanth Kumar

Jannett Jackson
Jennifer Ma
Joseph Bielanski
Joseph Koroma
Joyce Brown-Willis
Kuni Hay
Lilia Chavez
Loan Nguyen
Maisha Jameson
Mark Johnson
Marla Williams-Powell
Momo Lim
Nathaniel Jones III
Phasasha Pharr
Rebecca Opsata
Rupinder Bhatia

Richard Davis
Ron McKinley
Royl Roberts
Rudy Besikof
Sasha Amiri
Sean Brooks
Siri Brown
Stacey Shears
Tina Taylor
Tina Vasconcellos
Vu Nguyen
Janet Fulks
Timelines

- Districtwide Presentation Aug 20
- Document to College

- Draft 1 to BOT Sept 1
  - Continued feedback from colleges till Sept 14
  - BOT Feedback Sept 14 meeting

- Final Report
  - Final to BOT Agenda Sept 15
  - Final BOT review Sept 28

- Reports to ACCJC October 1
  - Follow-Up
  - Fiscal Issues
  - Teach Out Plans

PCCD Functional Map Iterative Development and Deadlines

- District Functional Map Work 8/23-27
  - Draft 8/27/2021
- Colleges input to Functional Map Work 8/30-9/20
  - Draft due 9/27
- District 2nd Review of College inputs to Functional Map 9/27-10/11
- College Reviews Final Draft 2 Update 10/1-10/12
- Functional Map to Board First Read 10/13 BOT agenda for 10/26 meeting
- Final Functional Map Nov 4
- Final Functional Map Draft to District Web and Colleges Nov 10,
## Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 1-27</td>
<td>Chancellors Extended Cabinet Works on Report and Research</td>
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<tr>
<td>August 30</td>
<td>District-wide Fireside meeting</td>
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<tr>
<td>September 1-13</td>
<td>Draft to Colleges for Review; comments collected</td>
</tr>
<tr>
<td>September 14</td>
<td>BOT reviews Draft – input collected</td>
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<tr>
<td>September 21</td>
<td>Report updated with comments – Marketing begins formatting</td>
</tr>
<tr>
<td>September 27</td>
<td>4 Identical Reports, 4 College signature pages</td>
</tr>
<tr>
<td>September 28</td>
<td>BOT Final Approval &amp; Sign Off</td>
</tr>
<tr>
<td>October 1</td>
<td>Submission to ACCJC Commission</td>
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<tr>
<td>October 20-21</td>
<td>Virtual ACCJC Visit</td>
</tr>
</tbody>
</table>
Thank You!

Reach out to us at info@Peralta.edu

@PeraltaColleges @PeraltaColleges @peraltacolleges