

2. Promote institutional support in the integration of academic and vocational course offerings campus-wide and seek to diversify the Faculty Service Areas to include applicants who may possess interdisciplinary degrees.

Progress: Newly approved certificates in Office Administration offer a choice of English courses from the English department or from the Business department. A new E-Commerce certificate has two tracks: technical (from the CIS department) or business (from the Business department). The capstone course of the E-Commerce program is called Internet Commerce. This course is truly interdisciplinary, composing of student skills in English, computer applications such as Word Processing, Spreadsheets, and presentation graphics, small business development theory, WEB site building skills, accounting, and multi-cultural appreciation.

7A.3 Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.

Plan

1. Initiate discussions as to developing broader guidelines in the selection and hiring of part-time faculty and staff.

Progress: While guidelines are developed at the District level, the College will continue its efforts in initiating discussions with District administrators.

2. Review Board policies for equivalency for Masters and Non-Masters programs through the Academic Senate and Peralta Federation of Teachers to allow for more latitude in the selection and hiring process of college personnel in view of changing course content and methodology in which academic criteria alone may not suffice.

Progress: The College has made progress in disciplines such as CIS. The District Academic Senate, however, has yet to adapt their stance on this issue in light of changing methodology and course content, and is abiding by the State rules of "Minimum Qualifications for Faculty and administrators" November 1999.

7.B.1 The evaluation of each category of staff is systematic and conducted at stated intervals.

Plan

1. Encourage the Academic Senate and/or PFT to review and revise the faculty evaluation procedures to support greater faculty involvement as a professional responsibility.

Progress: The faculty evaluation process has been reviewed and revised in an attempt to support faculty involvement.

2. Assist area managers in completing annual evaluation of their classified employees as a contractual obligation

Progress: Area managers on an annual basis evaluate classified employees.

3. Schedule and evaluate part-time faculty on a timely basis, continuing to employ criteria and standards established for regular teaching faculty.

Progress: Part-time are reviewed consistently and will utilize the same ranking system as full-time faculty effective Fall 2001.

Plan

4. Assess all evaluation procedures for all employee classifications at the mid-term point of the accreditation self study to determine progress of this action plan.

Progress: The College and District have made ongoing progress in assessing the evaluation procedures for all employee classifications.

7B2 Evaluation processes seek to assess effectiveness and encourage improvement.

Plan

1. Encourage continual educational growth in teaching excellence through staff development and self improvement opportunities.

Progress: Staff development funds and self-improvement opportunities are available for instructors to participate in training needed to teach certain courses at the college, e.g. CISCO, smog control, and Diesel clean air.

There are also funds for on-line courses to improve teaching, e.g. WOW and conferences: Asilomar Conference (Fall 01) put on by the California Community Colleges' Business Institute, AACC national conference, and the Microsoft Mentor conference.

Additionally, faculty has expressed interest in basic skills training as a strategy to better serve remedial students.

2. Discuss "areas needing improvement" from former evaluations to determine any remaining cause for concern and resolve at the end of the next semester as stated by Board policy.

Progress: Employees who have "areas needing improvement" on evaluations should receive follow-up and progress reports should be issued.

3. Educate faculty as to their duty to participate in non-classroom responsibilities, including those for peer and administrative evaluation.

Progress: Deans educate their faculty as to their professional duties, including peer and administrative evaluation. The college administration continues to encourage greater faculty participation in non-classroom responsibilities.

4. Ensure that Division Deans and administrators schedule and implement evaluation procedures.

Progress: Division Deans and administrators meet each Fall to discuss the scheduling and implementing procedures for evaluation of faculty and staff with the Vice Presidents of Student Services and Instruction.

7C.1 The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.

Plan

1. Ensure that individual faculty, staff, and administrative conference requests for travel are focused on the institution's mission.

Progress: The Staff Development Committee continues to assess conference requests in relation to the institution's mission and goals.

7C.2 Planning and evaluation of staff development programs include the participation of staff who participate in, or are affected by, the programs.

Plan

1. Strive to plan staff development activities which involve total staff.

Progress: The Staff Development Committee has developed a protocol for group staff development projects. The Offices of Instruction, Student Services, and Business and Administrative Services conducted a staff development workshop October 2001.

2. Encourage hourly faculty to participate in staff development activities by soliciting individual presentations, placement on discussion panels, etc.

Progress: The committee has invited all faculty to participate in Staff Development activities.

3. Schedule special staff development activities for counselors apart from their yearly retreat in keeping with the institutional mission for professional growth and development.

Progress: A counselor retreat is planned for Spring 2002.

4. Utilize evaluations for future planning.

Progress: Evaluations will be used in planning future counselor retreats.

5. Hire a technology specialist with graphic design skills for the Faculty Resource Center to provide technology training and assistance in developing alternative methods of classroom materials presentation as well as effective college communications.

Progress: In the Fall of 2001, the Technology Committee recommended the College hire a technology specialist with its share of Staff Development funds to work in a proposed Faculty Resource Center.

7D.1 The institution has and adheres to written policies ensuring fairness in all employment procedures.

Plan

1. Discuss provisions of district personnel policies and procedure as orientation for new faculty and staff and/or a scheduled flex day activity.

Progress: The Chancellor and Vice Chancellor conducted four new faculty orientation sessions in Spring 2000, others in Spring 2001 focusing on teaching and learning. Tenure-track faculty orientations are conducted regularly. Numerous administrative retreats have been conducted since Fall 1999.

2. Encourage the use of the Faculty Handbook, making sure that timely revisions occur whenever there are changes in any policy affecting employment of college staff.

Progress: The Faculty Handbook is updated as policy changes occur.

3. Provide better dissemination of district policies and procedures

Progress: Systematic processes to disseminate district policies and procedures to all constituencies are now in place. Improved coordination between District Offices for the dissemination and communication of information need improvement.

7D.2 The institution regularly assesses and reports its achievement of its employment equity objectives, consistent with the institutional mission.

Plan

1. Maintain the standards of equity and the goals of affirmative action in hiring procedures.

Progress: The District has made significant progress in maintaining equity standards, balancing screening committees, and allowing greater flexibility in the questioning process of screening interviews.

2. While adhering to those standards, explore using greater flexibility in balancing screening committee in areas where it is extremely difficult to find ideal balance.

Progress: This is continual challenge, but overall this goal has been achieved.

3. Explore using greater flexibility in the questioning process of screening interviews.

Progress: New question formats have been encouraged (e.g. more open-ended questions to identify specific accomplishments, etc.).

Standard Eight: Physical Resources

The institution has sufficient and appropriate physical resources to support its purposes and goals.

- 8.1 **The institution ensures that adequate physical resources are provided to support its educational programs and services whenever and however they are offered.**

Plan

1. Develop the college Educational/Facilities Master Plan to reflect efficient space utilization of existing programs and classes and projections for future needed facilities.

Progress: Since the 1999 Self Study, College of Alameda has developed the Educational/Facilities Master Plan and has updated it annually to reflect efficient space utilization of existing programs and classes and projections for future needed facilities. The plan is used for planning and implementation.

2. Identify those factors such as utilities capacity, space, infrastructure upgrades, etc., which will affect planning for staff needs, delivery of instructional and student services as well as advanced technological growth.

Progress: The Educational Facilities Master Plan identifies those factors which will affect planning for staff needs, delivery of instructional and student services as well as advanced technological growth.

3. Improve efficiency of operations by improving information systems, providing training for the acquisition of administrative, faculty and staff technological skills, and identifying creative solutions to deferred maintenance problems.

Progress: Information systems improvements are in progress through review by the Technology Committee, the units and divisions, and the instructional and administrative network coordinators. IT services traditionally handled by district Data Processing have declined dramatically. Regular training for the acquisition of technology skills has been implemented sporadically by Staff Development. Recently the Technology committee has made a proposal to Staff Development to

enhance technology training by stabilizing it with an instructional/technology support position. This position would be funded by TTIP funds.

8.2 The management, maintenance, and operation of physical facilities ensure effective utilization and continuing quality necessary to support the programs and services of the institution.

Plan

1. Augment custodial staff as first step toward improving and assuring quality of services and programs of the institution.

Progress: PFE funds were used to augment custodial staff by one 1.0. This is still inadequate to assure quality of services and programs.

2. Develop a priority list of maintenance and capital improvements with projected costs and timetable.

Progress: A priority list of maintenance and capital improvements, to be funded by measure B and measure E (bond issue passed in November 2000), was developed by all constituencies.

3. Provide cross-training and staff development opportunities to focus on efficient methods of service delivery in the face of inadequate staffing to preserve the quality of programs and services.

Progress: The Business Services Manager reorganized her staff when she had vacancies and developed job descriptions that enhanced the Administrative Services functions. Job descriptions are related so that staff can be cross trained. Unfortunately the current hiring freeze has strained the Administrative Services further. A former regular employee has been able to return to fill in temporarily.

4. Persevere in efforts to apprise the district of the need to increase grounds and maintenance staffing levels serving College of Alameda.

Progress: The President and Business Services Manager have continued in their efforts to apprise the district of the need to increase grounds and maintenance staff levels serving College of Alameda. The district has made progress by hiring to a limited degree and shifting staff to increase productivity. The district has hired an Assistant Director of Physical Plant to work as a liaison to the colleges.

8.3 Physical facilities at all site locations where courses, programs and services are provided are constructed and maintained in accordance with the institution's obligation to ensure access, safety, security and a healthful environment.

Plan

1. Identify funding to augment classified maintenance staff such as custodians engineers and groundskeepers, to improve the safety, health and aesthetics of the campus.

Progress: Partnership for Excellence funding was identified in 1999-2000 and 2000-2001 to augment maintenance staff to improve the safety, health and aesthetics of the campus.

2. Continue to identify and implement the college Transition Plan regarding ADA compliance.

Progress: In Fall 2001 affected constituencies and the college Facilities Committee chair worked with District plant facilities and an architectural firm to identify and implement those priority areas of the Transition Plan. These projects will be completed by May 2002. State ADA funds will be augmented by bond monies.

3. Create a prioritized list of deferred maintenance needs and urge the district to release Measure B funds to address the most critical in a timely manner.

Progress: The college constituencies, College Facilities committee and college Council created a prioritized list of deferred maintenance needs; the President and Business Services Manager urged the district to release measure B and measure E funds to address the most critical in a timely manner. The Assistant Director of Physical Plant will permit greater attention to deferred maintenance issues.

4. Upgrade safety equipment in key instructional areas.

Progress: The purchase of instructional equipment to address health and safety issues for instructional areas such as the Dental Assisting Program receive highest priority when decisions are made about the use of instructional equipment funds.

5. Explore alternatives for exterior lighting lamps that are cost effective yet more illuminating.

Progress: Retrofitting of exterior lights on walkways was done in Fall 1998. Further concerns about exterior safety have been handled by keeping vegetation cleared and the presence of the Sheriff's deputies and safety aides.

6. Solicit ASCOA input and participation in addressing the campus litter problem as progress.

Progress: ASCOA input is requested for addressing the campus litter problem during Cabinet meetings.

8.4 Selection, maintenance, inventory, and replacement of equipment are conducted systematically to support the educational programs and services of the institution.

Plan

1. Support the development of activities related to computer equipment and resource materials purchase, maintenance, training and instruction.

Progress: Developing a replacement and maintenance schedule for replacement of computers every three years is in progress. Technology Administrative Services (TAS) has developed a tracking system for computer equipment and resource materials so that computers may be shifted to those areas that need them. A lack of personnel and workspace inhibits this plan.

2. Retain periodic equipment inspection and safety training sessions as a regular part of in-service programs.

Progress: Equipment inspection and safety training are led by the college Safety committee. The district has hired a Risk Manager who has reactivated the district safety committee.

3. Keep all instructional and vocational programs current with state and federal laws regarding safety, health, dissemination of information and technician training while upgrading equipment and facilities as necessary.

Progress: All programs are kept current regarding safety, health, etc. through the college safety committee with assistance from Risk Management. A new Risk Manager was hired during 2001 which will make this training more effective.

8.5 Physical resource planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including district or system planning and utilization where appropriate.

Plan

1. Charge all standing committees to address the Educational/Facilities Master Plan as critical to the educational and facilities planning efforts of the college to date.

Progress: The components of the Educational/Facilities Master Plan are developed by the disciplines and divisions. The standing committees review the Master Plan when the Plan is reviewed and approved by the College Council.

2. Conduct program reviews to ascertain the level of institutional effectiveness of educational programs and support services to contribute to the development of the Educational/Facilities Master Plan.

Progress: A system of program review has begun; as disciplines and programs enter the program review phase, changes in the Master Plan are a part of the program review.

3. Encourage faculty, staff and student participation to develop innovative ideas for future course offerings followed by assistance to develop new curriculum.

Progress: Faculty, staff and students are encouraged to develop new course offerings through the Curriculum Committee and the Enrollment Management Task Force.

4. Continue to develop priority lists for deferred maintenance and Measure B projects to be forwarded to the district for timely funding and completion.

Progress: The college continues to develop priority lists for maintenance and projects funded by both measure B and measure E.

Standard Nine - Financial Resources

The institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.

9A.1 Financial planning supports institutional goals and is linked to other institutional planning efforts.

Plan

1. Increase awareness among faculty, staff, and students of the College of Alameda Planning Process as defined in the Planning Process document.

Progress: Faculty and staff participate fully in annually updating the 15 year educational plan. Faculty and staff submit revisions through their managers. However, there needs to be more outreach to garner student participation.

When faculty and staff request funding through their managers, items must be in the Educational Plan to be considered by the college Budget Committee.

2. Ensure that the college invites full participation of faculty, staff, and students in the preparation and revision of the Institutional Plan.

Progress: The Planning Process document is not widely disseminated and, thus, there may still be some confusion in the campus community about its content.

3. Revitalize the program review process.

Progress: Program review systematically and regularly occurring.

- 9A.2 Annual and long-range financial planning reflects realistic assessments of resource availability and expenditure requirements. In those institutions which set tuition rates, and which receive a majority of funding from student fees and tuition, charges are reasonable in light of the operating costs, services to be rendered, equipment, and learning resources to be supplied.**

Plan

1. Encourage full participation of College of Alameda faculty and staff in the district environmental scan/planning process:
 - to ensure that the college plays a major role in shaping that plan;
 - to provide credibility for the plan; and
 - to increase faculty/staff “buy-in” for the plan that emerges.

Progress: The Environmental Scan was completed and broadly disseminated, but could be more broadly utilized in planning processes at the college.

- 9A.3 Annual and long-range capital plans support educational objectives and relate to the plan for physical facilities.**

Plan

1. Review and update Measure B proposals for future submission to the district.

Progress: In Fall 2000 Measure E, a \$153 million bond, was approved by local voters. The college has proposed facilities improvements to the district, but the process has been somewhat disjointed. When the previous bond, Measure B, was approved, committees were set up on each campus to receive proposals, rank them, and recommend them to the district for funding. The Chancellor has indicated that there will be community Measure E Advisory Committees.

Leftover projects from Measure B have been rolled over to Measure E. Planning and implementation of Measure E funds are in progress.

- 9A.4 Institutional guidelines and processes for financial planning and budget development are clearly defined and followed.**

Plan

1. Secure College Council affirmation of the Budget Committee’s mission to strengthen the committee’s role in planning and shared governance.

Progress: The Budget Committee writes memos to the college community informing them when major financial decisions will be made (e.g. when proposals for instructional equipment will be considered) and encourages faculty and staff to submit requests through their managers.

2. Increase faculty/staff awareness of the college planning and budgetary process, and invite broader participation through college-wide meetings where proposals are discussed.

Progress: It may be helpful, in addition, to distribute Budget Committee minutes college-wide.

9A.5 Administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budgets.

Plan

1. Institute an on-going educational process about budget development, inviting broad participation.

Progress: Faculty and staff are encouraged to participate in revising the college educational plan annually. That plan includes budget development for new staff, equipment, and other resource needs. Improvement in the area of financial and budgetary planning processes between the college and district is needed. The current role of the District Advisory Committee is unclear at the local college.

2. Participate in district-wide budget discussions concerning allocation of funds to the colleges.

Progress: At the college level, money does follow the planning process. Requests are submitted through unit planning clusters (e.g. disciplines or divisions).

9B.1 The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making.

Plan

1. Persist in updating and improving college and district computer capabilities and extending access to all personnel with appropriate security clearance.

Progress: Efforts persist in updating college and district computer capabilities with noted improvement since the last self study. One area of importance to the college is to improve the new process for staff clearance requests for access to specific mainframe system screens, particularly some limited to managers. In some cases, lack of access to specific screen decreases workflow efficiency.

IT at the district has gone through extensive changes in the last two years and many experienced staff have retired or resigned. As a result, the department has experienced some difficulty in supporting basic mainframe functions related to financial management systems.

9B.2 Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to audit findings are comprehensive and timely.

Plan

1. Continue improving communications. Each college should have a College Budget Committee representative present on the District Budget Committee. The agenda and questions to be presented should be provided at least one week in advance of each meeting.

Progress: A District Budget Committee has not been convened recently.

2. Cost center managers share relevant information with those in their charge.

Progress: Cost center managers are sharing relevant information with those in their charge, through revisions of the educational plan and submission of requests for funding to be considered by the Budget Committee for instructional equipment.

3. Assign all direct costs to each college and the district.

Progress: Concerning audits: there has been improvement since the district changed auditing firms. Now there are entry/exit audit meetings so staff can respond to draft findings. That has not been true in the past.

4. Discuss and evaluate the process of distributing indirect costs.

Progress: The District takes centralized services that directly support the college (e.g. groundskeepers, physical plant) and separates those costs from central District Office costs.

9B.5 Contractual agreements with external entities are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.

Plan

1. Explore the issue of the bookstore commission to ascertain appropriateness to the college's fiscal policies and procedures.

Progress: The district went through a bid review for the college bookstore in order to unify contracts among the campuses. An RFP was sent out and one vendor responded. The college was involved in the process. The commission was found to be in line with other bookstores.

9B.6 Financial management is regularly evaluated, and the results are used to improve the financial management system.

Plan

1. Provide additional in-service training of all college staff to improve proficiency in mainframe and personal computer systems, fiscal procedures and policies, and budget controls. Instructional staff could receive such training during professional days.

Progress: College Staff Development funds have paid for training for faculty and staff, for example teaching faculty how to download class lists from the mainframe and bring into Excel and training staff on automated systems such as budget transfers, Personnel Action Forms, and requisitions. In addition, key people have been identified as trainers for specific transactions for clerical staff, allowing for cross-training and support. The college will continue to work on training for staff.

2. Continue to simplify, clarify, and improve financial processes, reporting, and evaluation for the college and district.

Progress: There is concern that software the district is considering to handle purchasing does not have all the features in place to process requisitions and general purchase orders. A contributing factor is that district IT has lost key personnel who have moved to positions outside of the district or retired. Inconsistent meetings of college Business Officers and District Finance Personnel may have impeded progress in improving financial processes, and reporting.

9C.3 Cash flow arrangements or reserves are sufficient to maintain stability.

Plan

1. Urge the district to increase its cash reserves another 2-3 percent in order to ensure its financial stability.

Progress: The district's reserves have increased by more than two percent since the last self study. The district is anticipating a deficit of up to \$3.1 million in the 2002 fiscal year which may dictate the usage of reserve funds. However, the district would still maintain a reserve larger than what is legally required.

9C.4 The institution has a plan for responding to financial emergencies or unforeseen occurrences.

Plan

1. Urge the district to develop a plan to meet its shared governance obligation during financial emergencies which should include maintaining an unrestricted contingency reserve to meet future financial emergencies.

Progress: Divergent views and disagreements arose in assessing the district's and

college's progress in relation to this planning objective. The district's reserve is well within the state's guidelines for meeting financial emergencies. However, the means to accomplishing this objective is a significant topic for ongoing discussion particularly at the college. A regular five-year cycle in the accreditation process would have afforded the college and district a longer timeframe for reaching a consensus on strategies for improvement in this area. Nevertheless, as a major area of focus, this issue will continue to be addressed during the current accelerated self study cycle

Standard Ten: Governance And Administration

10A.2 The governing board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that that institutional practices are consistent with the board-approved institutional mission statement and policies.

Plan

1. Extend periodic invitations to the Board of Trustees, and especially the college area trustee, to attend selected meetings of the Curriculum Committee, Budget Committee, Student Services, Academic Senate and other special interest group meetings to understand firsthand how students can be better served by the college's mission and goals.

Progress: Trustees have been invited, and have attended, various college meetings, including professional day activities, a workshop on the college's Mission Statement, Community Advisory Committee meetings, Vocational Advisory Committee meetings, and other general meetings with students, faculty and staff. In turn, trustees, particularly the area trustee, frequently invites college personnel to participate in community events, programs, and activities to assist the college in achieving its mission and goals.

10A.3 The governing board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The governing board regularly evaluates its policies and practices and revises them as necessary.

Plan

1. Urge the governing board to develop an effective board performance evaluation instrument to be utilized on a periodic basis in keeping with accreditation standards.

Progress: The Board of Trustees has held several successful retreats and numerous productive workshops intended to improve Board communications and relations. It has been generally acknowledged that the Board has become more effective, productive and communicative. The current Board also conducts its own evaluation process as recently led by a representative of the California Community College League.

2. Renew the charge to CPAC for regular review of policies and practices and organization re-structuring.

Progress: The Chancellor's Policy Advisory Committee (CPAC) has been meeting regularly (once per month) during the 2000-2001 and 2001-2002 academic years. Membership is comprised of union (faculty and classified), senate (faculty and classified) and administrative representatives. Issues and/or policy recommendations raised by any representative are discussed and moved forward for possible adoption by the Board of Trustees. The District Office has been going through major re-organization over the past two years, with the creation of a new Senior Vice Chancellor for Administrative and Financial Services (consolidating 2 positions), the creation of a Vice Chancellor for Information Technology Services, as well as the re-organization of several other district positions and offices. (Refer to organization chart.)

3. Seek the re-convening of the BAC to assist in the regular review of financial policies, practices and financial management.

Progress: The district's Budget Advisory Committee has been modified to include college visits and training sessions for staff held by the Associate and Assistant Vice Chancellors for Budget and Finance. All college-level budget decision-making processes have been shifted to the colleges. This plan is being re-evaluated.

10A.6 The governing board has a program for new member orientation and governing board development.

Plan

1. Revise the Board Manual to reflect current policies, practices and procedures to assist in effective communication between members of the governing board and district-wide administrative personnel.

Progress: The Board does include guidelines for effective communication in its Code of Ethics and Behavior (see Peralta Board Policy 1.06).

2. Develop a formal board orientation process for newly elected members.

Progress: The Board does have an informal orientation process for newly elected Board members, which includes Board workshops, manuals, and personal orientation by the Chancellor's staff, and active participation in both the California and the national Association of Community College Trustees. Peralta Trustee Brenda Knight is chair-elect of ACCT, 2002-03.

10B.1 The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

Plan

1. Direct the president to initiate efforts to improve and streamline the planning process.

Progress: The president regularly reviews the planning process with faculty and staff, including reviews at College Council, President's Cabinet, Executive Managers', and General Managers' meetings.

10B.2 The institutional chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

Plan

1. Support the desirability of greater emphasis on college autonomy in budgetary matters.

Progress: Presidents have presented arguments for greater budgetary autonomy to district office staff. Recently, all college-level budget decision-making processes have been shifted to the colleges.

2. Urge the district to re-convene the Budget Advisory Committee to allow for greater college representation in establishing *financial* policies, procedures and management.

Progress: The district's Budget Advisory Committee has been modified to include plans for college visits and training sessions for staff held by the Associate and Assistant Vice Chancellors for Budget and Finance. All college-level budget decision-making processes have been shifted to the colleges. This plan is being re-evaluated.

10B.3 The institution is administratively organized and staffed to reflect the institution's purposes, size and complexity. The administration provides effective and efficient leadership and management which makes possible an effective teaching and learning environment.

Plan

1. Review, with input from faculty, staff, and students, and revise if appropriate, the administrative structure of the college to ensure that it is effective in dealing with changing programs and student needs.

Progress: The president regularly reviews the planning process with faculty and staff, including reviews at College Council, President's Cabinet, Executive Managers, and General Manager's meetings. Next review will be at College Council meetings on October 29, 2001 and November 26, 2001.

2. Conduct a faculty and staff survey to ascertain the desirability of department or combined discipline chairpersons for greater efficiency and effectiveness of administrative functions.

Progress: The last survey conducted two years ago resulted in the majority desiring the current division structures. Another survey will be conducted in Spring 2002.

3. Provide sufficient time for information feedback to assist in decision-making on a timely basis.

Progress: Most decision-making processes allot time for committee review of issues, discussions, and recommendations, as well as time for College Council to review and make recommendations to the President. For example, unit distribution of State Equipment, PFE, and lottery funds, or development of curriculum and programs are done with sufficient time for information feedback.

10B.4 Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly. The duties and responsibilities of institutional administrators are clearly defined and published.

Plan

1. Review the administrator evaluation process with the aim of improving administrative accountability and instituting annual evaluations.

Progress: Administrative evaluations have been reviewed and modified for fall 2001 to include specific district goals for each category of manager, as well as accountability measures, including milestones and summative evaluations.

2. Establish realistic timelines for faculty and staff input.

Progress: Realistic timelines for faculty and staff input is part of the new administrative evaluation.

3. Review and evaluate the decision making process for administrative and other constituent groups to ensure the timeliness and appropriateness of all decisions.

Progress: Review of the general decision making process includes specifics of timeliness and appropriateness of all decisions.

10B.5 Administration has a substantive and clearly-defined role in institutional governance.

Plan

1. Formulate a written policy, with input from all college constituencies, clearly defining the role of administration, shared governance and collective bargaining in institutional governance and especially as related to the decision making process.

Progress: Shared governance roles are clearly defined in Board Policy. The Chancellor's responsibilities are defined in policy 2.05, the presidents' roles are defined in 2.10, and managers' roles are defined in the district personnel manual. Furthermore, all collective bargaining agreements include clear delineations of responsibility between management and faculty/staff. (Refer to Peralta Federation of Teachers', local 39, and local 790 agreements.)

10B.6 Faculty has a substantive and clearly-defined role in institutional governance, exercise a substantial voice in matters of educational program and faculty personnel, and other institutional policies which relate to their areas of responsibility and expertise.

Plan

1. Impress upon new faculty hires the importance of a professional responsibility to participate in institutional governance.

Progress: Shared governance roles for faculty are clearly defined in Board Policies 2.23 and 2.25. New faculty hires receive intensive training and reviews that include recruitment into shared governance committees. College of Alameda has a good percentage of tenure-track faculty serving on standing committees.

2. Work with the PCCD Office of Institutional Development to develop a program review model which does not require the in-depth research and writing to which most faculty object;

Progress: The Office of the Senior Vice Chancellor of Educational Services, under which the Office of Institutional Development resides, revised and remodeled the old program review system, and created a new program review procedure that does not require in-depth research and writing on the part of faculty. This new program review procedure began in Spring 2000.

3. Request provision of research or statistical data by the OID to assist in program review.

Progress: The most significant aspect of this new procedure includes research or statistical data, faculty workshops, and consistent, reliable assistance provided by the OID to assist faculty, staff and administrators in program review.

10B.7 Faculty have established and academic senate or other appropriate organization for providing input regarding institutional governance.

Plan

1. Address the faculty to impress upon them the need to share in the development of long range planning efforts to promote educational programs that will prepare students for the challenges of the 21st century.

Progress: Faculty have been most active in developing long range, fifteen-year (2002-2017), Educational Masters Plans in which faculty and staff studied and resolved short-term (concrete) solutions to educational/service challenges as well as developed long term (abstract) responses to future opportunities to prepare students for the challenges of the 21st century.

2. Secure the commitment of leaders of the Academic Senate to provide continuity of service to enable the membership to act upon goals and objectives which have the institution's best interests at the forefront.

Progress: College of Alameda's Academic Senate has demonstrated commitment to providing continuity of service with three presidents over the past six years and worked diligently to place the college's major concerns at the head of their agenda.

10B.10 The institution clearly states and publicizes the role of students in institutional governance.

Plan

1. Explore the feasibility of developing a credited leadership course.

Progress: Board Policy 1.02 describes the role of Student Trustees elected to the Board, and policy 4.45 states, "each College shall provide for student representation on appropriate College-wide committees." The college, in past years, offered credit courses in leadership, but found that enrollments were not sufficient to keep the class. Instead, student government leaders enroll in a popular "Citizens and the Law" credit course to fulfill their need for leadership training.

10C.2 The district/system chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, ensures the implementation of statutes, regulations and board policies.

Plan

1. Revive the Budget Advisory Committee to maintain an open line of communication with faculty, staff, students and administrative groups as to the budget process.

Progress: The district's Budget Advisory Committee has been modified to include college visits and training sessions for staff held by the Associate and Assistant Vice

Chancellors for Budget and Finance. All college-level budget decision-making processes have been shifted to the colleges. This plan is being re-evaluated.

2. Strive to impress upon the governing board the desirability of shared governance in order to assist in the review of policy, planning and financial management leading to decisions which affect the college's operations.

Progress: The governing board has agendized regular reports from students and faculty leaders in addition to accepting and acting upon recommendations from district-wide shared governance committees such as the Chancellor's Policy Advisory Committee.

10C.3 The district/system has a statement which clearly delineates the operating responsibilities and functions of the district/system and those of the college.

Plan

1. Urge the governing board to update its manual with accompanying organization charts to provide clarity as to the district's operating responsibilities and functions.

Progress: The district recently (August, 2001) published a revised organizational chart. The functions of various offices at the district are delineated in the district's personnel manual as well as various district office operational

2. Encourage staff input in the process of organizational re-structuring of the college Student Services division.

Progress: College of Alameda's restructuring, whether instructional or student services, is an ongoing topic. It will, again, be reviewed the fall over several College Council meetings.

10C.5 The district/system and the college have established--and utilize--effective methods of communication and exchange information in a timely and efficient manner.

Plan

1. Urge the district administration to conduct reviews of its service areas to ascertain effectiveness.

Progress: The district Senior Vice Chancellor for Administrative and Financial Services, who also serves as Chief Operating Officer, is currently reviewing services areas to ascertain effectiveness. Regarding electronic communication, the district has reviewed and is currently bidding out communications upgrade contracts. The district and colleges currently use an internal electronic email system known as Wizard Mail. This system allows for regular and urgent written communication between any and all staff members. It also incorporates separate important Peralta bulletins, as well as miscellaneous announcements, telephone directory, dictionary, list of departments and calendaring system, among other features. In addition, global Internet emails, as

