

ORGANIZATION FOR THE SELF-STUDY

College of Alameda is pleased to submit this institutional Self-Study as part of its application for reaffirmation of accreditation. Formal planning for this study began in August of 2001.

OVERVIEW

For the first time, College of Alameda and the other three colleges in the Peralta Community College District are scheduled for individual, simultaneous, comprehensive evaluation team visits in support of reaffirmation of accreditation. To comply with the evaluation team visit schedule for the four Peralta Colleges, the planning and preparation cycle for College of Alameda's Accreditation Self-Study Report occurred two years earlier, and the visit shall occur three years earlier than what would have been the next regularly scheduled evaluation team visit.

The advanced timeline affected College of Alameda's Self-Study planning process, and timeline, and the participation of faculty and staff. However, two advantages to an earlier Self-Study timeline did emerge. The first advantage was the usage of the December 2001 Focused Midterm Report responses to WASC Commission recommendations and report of progress in college-identified concerns. These responses and progress reports served as a basis for Self-Study descriptions and self-evaluations. The second advantage was college personnel acknowledged the benefit of simultaneous self-study for the District. This provided a means of appraising district-related functions and roles as well as their impact upon individual college goals and operational processes.

INITIAL PLANNING AND STEERING COMMITTEE FORMATION

On Professional Day in August 2001, the interim President initiated the accreditation process. The college's mission statement was distributed to faculty and staff for reaffirmation along with a proposed accreditation Self-Study timeline. The interim President encouraged persons from all constituency groups to volunteer to serve on one of the standard committees. The Steering Committee Chairperson was identified; the new interim Vice President of Instruction assumed responsibilities as the college's Accreditation Liaison Officer; and ten standard committees were established from the initial list of volunteers. At the August 27, 2001 College Council meeting the President presented the proposed timeline for Self-Study and called for broad participation from the college's constituent groups on the ten standard committees. An initial Steering Committee list was generated by September 5, 2001.

STEERING COMMITTEE TRAINING AND FUNCTIONS

On September 13, 2001, a College of Alameda team including the Steering Committee Chairperson, Accreditation Liaison Officer, President of the Academic Senate, Classified Senate President, Research and Planning Officer, and college managers participated in an

Accreditation Training Workshop conducted by the Accrediting Commission for Community and Junior Colleges (ACCJC), and held at Laney College. Following the training session, committee memberships stabilized and committee chairpersons were selected. To facilitate simultaneous evaluation team visits at all four colleges in Peralta, the District's Senior Vice Chancellor of Educational Services hosted a second training workshop conducted by ACCJC on September 28, 2001. Workshop participants included district-wide faculty, staff, managers, and student leaders who played a role in the Self-Study accreditation process. The District's Office of Educational Services also established an accreditation timeline, outlining district-wide follow-up standard meetings, approval deadlines for college Accreditation Self-Study Reports by the Governing Board of Peralta, and Accreditation Self-Study Report receipt due dates for ACCJC.

COLLEGE OF ALAMEDA STEERING COMMITTEE

At the first meeting of the Steering Committee, held in October 2001, it was determined that the committee would have general responsibility for the Accreditation Self-Study process and for reviewing all drafts produced by the ten standard committees. The Steering Committee Chairperson was assigned responsibility for the sections on Organization of the Self-Study, Descriptive Background and Demographics, and the Organization of the Institution. The Accreditation Liaison Officer's role was overall responsibility for the complete report.

A draft of a timeline was reviewed, revised, and finalized, and a monthly meeting schedule for the Steering Committee was established. Documents thought to be helpful to each committee were distributed, a document file collection process and location were determined, and committee chairperson's assignments were clarified. Standard Committee Chairpersons assumed the responsibility of scheduling individual committee meetings and the work for their respective standards. At the monthly meetings, Standard Committee Chairpersons provided progress reports, exchanged information, and handled other related issues.

INITIAL DATA GATHERING

In November 2001, the Steering Committee reviewed the 1999 Self-Study Faculty, Classified Staff, and Administration and Student Surveys utilized in the last Accreditation Self-Study process. Feedback from faculty and staff participants in the last survey, and a review of the types of questions posed, served as a baseline in developing a more condensed 2002-03 Faculty, Staff, and Administration Survey. In addition, the committee decided to utilize the Fall 2001 Student Satisfaction Survey conducted by the District Office of Research and Planning, rather than administering a local campus student survey. In February 2002, the Faculty, Staff, and Administration Survey was administered. In May 2002, results of the two surveys were made available and standard committees were asked to incorporate survey data and information results, wherever applicable, to document and substantiate draft standard descriptions, self-evaluations, and planning agendas.

In late July 2002, the college received correspondence from the Executive Director of ACCJC requesting that colleges in multi-campus districts delineate, either through narrative and/or chart format, District office and college functions related to accreditation standards. The letter also served as a reminder that authority for this policy mandate was adopted by WASC in 1999. District Accreditation Liaison Officers, Chairpersons of Self-Study Steering Committees, and the Senior Vice Chancellor of Educational Services decided to develop a matrix clearly identifying District and college functions related to accreditation standards. Following the District work session, each college established its own process to specify individual college functions. College of Alameda held two sessions to clarify those functions. The matrix follows the organization charts section in the Accreditation Self-Study Report.

DRAFTS, EDITING, AND DISSEMINATION

An editor for the Self-Study Report was confirmed in late Spring 2002. In early May 2002, copies of the first drafts of the ten standard reports were printed and distributed to mailboxes of all full-time faculty, administrators, heads of campus/faculty, staff, and student organizations, and placed in the library and division/area offices. The first drafts were also disseminated at the last College Council Meeting of the 2001–02 academic year.

The May 8, 2002 Steering Committee meeting focused on proposed standard committee summer activities, including editing procedures, formatting and printing arrangements, and Steering Committee members' availability in order to meet a September 23, 2002 Self-Study Report due date.

As first draft comments and revisions were received and incorporated, drafts (second) of the ten standards were forwarded, as completed, to the editor for a first reading. The editor's recommendations and first revisions were returned to each of the Standard Committee Chairpersons for review, discussion, and concurrence. Once those changes were incorporated, edited drafts (third) were mailed to the homes of full-time faculty in August 2002. The Fall 2002 Welcome Letter from College of Alameda's new President served as the cover sheet for the report. The President's letter and standard drafts were also distributed campus-wide to provide ample opportunity for feedback on the report from all college constituent groups.

In late August and early September, Standards' Chairpersons and available members of standard committees met with the Accreditation Steering Committee Chairperson, the Accreditation Liaison Officer, and the staff assistant assigned to the Self-Study Report. The purpose of those individual standard meetings was to facilitate one-on-one final readings and open dialog on possible changes to drafts (third) of each standard. By consensus, participants recommended changes, addressed gaps in documentation, and validated accuracy of information. The new President of the college participated in these sessions when schedules permitted. Again, changes resulting from these meetings were incorporated.

CONCLUDING INFORMATION

Following this activity, the college President requested additional time for completion of the Self-Study Report. Granted by the District Office for College of Alameda and the other Peralta Colleges, this extension enabled standard committees to improve report accuracy and allowed for another college/district distribution of an unbound copy of the Self-Study Report in October 2002. More importantly, the extended timeline provided an opportunity for a November 7, 2002 College of Alameda Accreditation Self-Study Campus and Community Forum, facilitated by the college President.

College Council approval was granted in October 2002, and the report was forwarded to the Governing Board for validation and approval.

The accreditation Self-Study timeline and the Steering Committee membership list follow.