

STANDARD TEN

GOVERNANCE AND ADMINISTRATION

A. GOVERNING BOARD

10A.1 The Governing Board is an independent policy-making Board capable of reflecting the public interest in Board activities and decisions. It has a mechanism for providing for continuity of Board membership and staggered terms of office.

Description

Peralta Community College District consists of the cities of Alameda, Albany, Berkeley, Emeryville, Oakland and Piedmont. The Governing Board consists of seven members elected by the voters from the trustee Districts to serve four-year terms. For continuity, the Board members are elected in staggered terms as determined by California Education Code 72023 (10A.1.1). Two non-voting student trustees are elected by the District student body to serve one-year terms. Board meetings are held on the second and fourth Tuesday of each month; closed sessions are usually held prior to regular meetings to discuss and act upon confidential legal and personnel items. Special meetings, emergency meetings, and retreats are added to the calendar as needed and posted in advance. All regular Board meetings, working sessions, and workshops are open to the public.

Consistent with the California Education Code, the Board of Trustees exercises its right to be an independent policy-making Board. A review of the minutes of the Board of Trustees meetings demonstrates that the Board assumes the responsibility of an independent policy-making body (10A.1.2).

Self-Evaluation

The Governing Board is elected in accordance with state laws and makes every effort to represent the public's interest as well as to conduct its business in accordance with its by-laws and in a reasonable and responsible manner. The public is always welcome to attend and speak at Board meetings on specific topics of interest.

Planning Agenda

None.

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 institutional practices are consistent with the Board-approved institutional mission statement and policies.

Description

The Governing Board of the Peralta Community College District annually reviews and approves all substantial curriculum and educational program changes as recommended by the Council on Instructional Planning and Development (CIPD) committee and brought forward by the Senior Vice Chancellor for Educational Services. CIPD recommendations include course additions and deletions, curriculum changes, unit specifications, and other changes that are first approved by the individual college curriculum committees.

The Governing Board is the responsible fiscal agent for the District and is kept fully informed of the District's budget and all fiscal matters (10A.1.2). Under the stewardship of the Chancellor, the Senior Vice Chancellor for Finance and Administration, the Board President, the Governing Board approves the tentative budget and the final adopted budget. It receives quarterly budget and expenditures reports and is apprised of any transaction impacting economically on the District, i.e., funded grant proposals, selected contracts and personnel actions. The Board appoints an external audit firm and maintains a Board Committee on Budget and Audit for special review of the annual audit report.

The Board ensures that all institutional practices are consistent with the District's and college's mission statements and printed policies.

Self-Evaluation

The welfare of the District is important to the Governing Board members. The approval of an educational/facilities planning process, and of a district-wide technology plan, and the continual physical plant improvements with Measure B and Measure E funds, reinforce the Board's commitment to quality programs and services. The hiring of new faculty with emphasis on knowledge of instructional technology and various learning strategies and methodologies bodes well for continuing institutional commitment to improved delivery of high quality instruction and programs.

In June 2002, the fiscal budget had a proposed 5.8 million dollar shortfall. To address the shortfall, the reduction of one-half of vacant positions at the Colleges and District were used. The College of Alameda reductions equaled \$668,787 representing 4.25 classified staff positions, 9.09 faculty positions, and .5 manager position. The college was then asked to prioritize any remaining critical staffing needs, and to submit written justifications for additional staff, managers, or faculty positions to the District Office. The colleges were also asked to calculate the cost of instruction for Fall 2002 and Spring 2003 and estimated FTEs targets (10A.2.1).

Utilizing the COA shared governance structures, College of Alameda budget reduction

strategies were considered by the management team, President's Cabinet, Budget Committee, and College Council. The final Budget Reduction Plan included the cost of 9.00 faculty FTE and the 12% fringe costs totaling \$544,501 and an \$124,286 reduction to the discretionary budgets in instruction, student services, business and administration services, and the President's cost center. A recommendation made and approved by the President was to retain the 4.25 vacant classified staff position funds (10A.2.2).

There was concern over the impact those reductions had on actual classroom offerings. Seven of the vacant faculty positions were a result of a retirement incentive offered in April of 2002; the commitment was for the colleges to replace vacancies created by the incentive package. Meanwhile, a number of positions have been created at the District level in recent years.

Planning Agenda

- Invite members of the Board of Trustees to attend selected campus committee meetings for firsthand knowledge of the institutional practices of the college.

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.

Description

The PCCD Governing Board establishes broad policies to guide its colleges and derives authority from the California Education Code (10A.1.1). The policies of the Governing Board can be amended by a majority vote of the members at a public meeting.

The Governing Board has delegated responsibility for implementing District policies to its Chief Executive Officer (CEO), the Chancellor. The Chancellor is authorized to make and execute decisions which reflect current and adopted policies. The Chancellor may delegate power and assign duties to appropriate district/college personnel, but is responsible to the Governing Board for the execution of such delegations.

The Chancellor is charged with regularly evaluating Board policies and practices and revising them as necessary. The Chancellor Policy and Advisory Committee (CPAC), composed of all constituent groups, was formed in 1990 as an advisory body on all district policy matters.

Each year the Board reviews the statement of the mission, goals and objectives for the District, and assesses progress on goals and objectives. In response to changing demographics, workforce development and other local and state initiatives, the Board revised the District mission as of March 31, 1998. The new mission states; "The mission of the Peralta Community College District is to provide accessible, high quality adult learning opportunities to meet educational needs of the multi-cultural East Bay community" (10A.3.1).

Self-Evaluation

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.

Planning Agenda

None.

10.A.4 In keeping with its mission, the Governing Board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.

Description

The Board of Trustees appointed the current Chancellor on March 1, 1999. The Chancellor serves at the pleasure of the Governing Board and appointment and retention occurs by Board action (10A.4.1). The structural organization of the District is clearly delineated in Board Policies 2.01 and 2.05 and published in regularly updated organizational charts (10A.4.2). All academic and administrative positions of the district are offered and retained on recommendation of the Chancellor with the approval of the Governing Board.

Board Policy 2.05 clearly states the duties and responsibilities of the District Chancellor. The Board evaluates the Chancellor in closed session before the end of each calendar year. The evaluation is considered confidential and is not open to public scrutiny. No formal form or process for the evaluation is delineated in policy and no external forms of evaluation are accounted for (10A.4.3).

Self-Evaluation

The Governing Board has provided the Chancellor with a clear understanding of its expectations for effective performance through the stated job description and District mission, goals, and objectives. The Board has developed a process for the evaluation, even though the process is performed in closed session and is considered confidential. The Board intends to work with outside consultants after January 2003 to develop clearly defined benchmarks to incorporate into the evaluation process (10A.4.3).

The lack of outside input into the evaluation process for the Chancellor has become a concern. The tenure of the current Chancellor has been marked by some dissatisfaction of his performance by some college constituencies. In Fall 2001, the District Academic Senate conducted an unofficial district-wide faculty evaluation of the Chancellor's job performance. Most of the topics of the evaluation were taken from the eighteen goals of the District and the scoring was conducted on a 5-point scale that went from "strongly agree" to "strongly disagree", with "no opinion" as an option. The results revealed a significant lack

of confidence in the Chancellor's job performance among District faculty (10A.4.4). Although the faculty evaluation had no legal impact on the Board's evaluation of the Chancellor, it highlighted the dissatisfaction of some District faculty with the evaluation process. Currently, there is no avenue for District constituencies to participate in the evaluation of the Chancellor's performance.

Planning Agenda

- Review Chancellor evaluation processes in place at other community colleges and discuss the option of presenting a new evaluation format to the Board that would include staff, faculty, and student evaluations as advisory to the Board.

10A.5 The size, duties, responsibilities, ethical conduct requirements, structure, and operating procedures, and process for assessing the performance of the Governing Board are clearly defined and published in Board policies or by-laws. The Board acts in a manner consistent with them.

Description

The size, duties, responsibilities, ethical conduct requirements, structure, and operating procedures of the Governing Board are clearly defined and published in Chapter One of the Board Policy Manual (10A.4.1). Chapter One includes Board Policy 1.05, Duties and Responsibilities of the Board of Trustees, and Board Policy 1.06, Board of Trustees Code of Ethics and Behavior.

Board Policy 1.06.22 requires the Board members to "promote periodic evaluation of my own performance and that of the Board as a whole." There is no written specification of how this is done, however it has become established that the evaluation process is undertaken in the spring of each year after new elections are completed. The evaluation is done in an open, previously posted, public workshop meeting. Board Policies 1.05 and 1.06 serve as a guide in evaluating goals and performance. To assist and enhance the process, the workshops are facilitated by outside consultants from such organizations as The Community College League of California or The Association of Community College Trustees. Trustees annually comply with the requirement for reports of economic interest(s) in compliance with the state's Conflict of Interest Code.

Self-Evaluation

The Board members take their job seriously and work conscientiously to provide oversight and direction to the District. Board meetings are held regularly, agendas are published and distributed in advance, and the college constituencies and members of the public are encouraged to attend.

Although Board evaluation workshops are open to the public, the results of the Board's yearly self-evaluation are not widely distributed.

Planning Agenda

- Ask the Governing Board to distribute their self-performance evaluation process results annually.

10A.6 The Governing Board has a program for new member orientation and Governing Board development.

Description

Although the Governing Board does not have a formal program, new members receive informal orientations from the Chancellor and staff. The Chancellor introduces each department and management team, who then train the members in depth on issues such as budget development and human resources. New members are provided documentation regarding Board policy and the Brown Act, in addition to pertinent manuals. Board members participate in professional development workshops and conferences, including a program for new trustees that is conducted by the Community College League of California (10A.4.3).

Self-Evaluation

The Board works diligently to orient new Board members. The Board conducts on-going retreats and workshops and holds open and closed sessions in which policies as well as decisions can be discussed.

Planning Agenda

- None.

10.A.7 The Board is informed about and involved in the accreditation process.

Description

The Board is informed about and involved in the accreditation process. The Board receives and reviews the College's Accreditation Self-Study, Midterm, and Evaluation Team Reports. The Self-Study is validated by the Board of Trustees prior to release to ACCJC and the Evaluation Team.

Self-Evaluation

The Board has been apprised of the accreditation processes for College of Alameda. In Fall 2001, the Board reviewed and approved the Focused Midterm Report (10A.7.1). The Board is involved in the simultaneous Self-Study process occurring in Peralta. The college's area Trustee participated in Professional Day Programs in Fall 2001 when the Self-Study was

initiated and in Fall 2002 when progress reports were given. In addition, one Peralta Trustee has served on Accreditation Evaluation Teams.

Planning Agenda

None.

10B INSTITUTIONAL ADMINISTRATION AND GOVERNANCE

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

Description

The President provides leadership and direction for the college, working to achieve goals through regular contact with the Chancellor and the Board of Trustees and as a participant in college committees. The 18 college standing committees provide planning and implementation advice to the President, who, in turn, establishes priorities for the institution in response. In addition, the President meets regularly with local business as well as government and community leaders to exchange information on how the college can best serve community needs.

The President periodically meets with the Academic Senate and the Classified Council; calls college-wide meetings; promotes college cultural events; and participates in student-activity sponsored events. The President communicates on a personal level with faculty, classified staff and students and maintains an open door policy.

In Fall 2001, the President created a Student's Plus Enrollment Management Task Force, to follow-up on the Enrollment Management Plan, approved by the College Council in June 1998, in an effort to increase and develop long range plans to manage recruitment, enrollment, and retention activities (10B.1.1).

The College of Alameda Planning Process, 1997-2002 (10B.1.2) intends to respond to uncertainties in budgets, personnel staffing levels, and enrollment. In 2001, a "bottom-up" process, using ideas from unit/department/divisions was integrated with a 15-year educational planning process. In 2002, the interim President asked all units to submit Student Success priorities to the College Council, which resulted in ten priorities.

Self-Evaluation

The 1999 Self-Study recommended that the President initiate efforts to streamline the planning process. To that end, the interim President for 2001-02 initiated a process of "bottom-up" planning by requesting that all recommendations made by standing committees be discussed first at the unit/department/division levels. The new President's vision

promotes community service and diversity and will be integrated into the college's goal-setting and planning processes.

Planning Agenda

- Monitor the planning process to assure a streamlined "bottom-up" approach as the college moves towards more integrated planning processes.

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.

Description

The President promotes broad participation in the budget process, emphasizing an inclusive process involving faculty and staff and using the Educational Master Plan (10B.2.1) to "drive the budget." The President relies on the Budget Committee to assist in setting priorities, makes recommendations to the College Council on the budget, and seeks approval from the Council for replacement of staff positions. Independent auditors noted no material weaknesses in the internal controls of College of Alameda (10B.2.2).

The President meets with the District Chancellor every two weeks, maintains communication with other District managers, and confers with the college Staff Development committee chairperson on the scheduling of staff development workshops and professional day activities.

Self-Evaluation

The current President has been in office since July 1, 2002, and is actively engaged in the budget management of the college. A new Business and Administrative Services Manager was hired in October 2002.

Planning Agenda

None.

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 make possible an effective teaching and learning environment.

Description

College of Alameda administration is divided into three levels. The President supervises the Vice President of Instruction, the Vice President of Students Services, and the Business and Administrative Services Manager (10B.3.1). The Vice President of Instruction supervises three Division Deans, and the Vice President of Student Services supervises the Dean of Student Support Services and various Directors.

Self-Evaluation

The college has considered supplementing the instructional organizational structure by establishing department chairs; however, this change would entail budgetary re-configuration and expense. COA employs division support staff for evening instructors; this staff provides access to division offices and services.

Unfilled or interim management positions have caused some instability in administrative services. Interim administrative positions in Student Services stabilized in 2000-01. Since then, the college has experienced interim administrative appointments of two Presidents, one Vice President of Instruction, and three Division Deans of Instruction. Loss of faculty and staff due to death, retirement or resignation has impacted effective delivery of instructional and support services. These temporary situations notwithstanding, the college is administratively staffed to carry out its mission and the college has maintained an effective teaching and learning environment. Under the leadership of the new President, it is anticipated that permanent instructional administrative hires will be completed in 2003. Community outreach, improved services and emphasis on diversity will guide future goals and priorities of the college.

Planning Agenda

None.

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.

Description

The prerequisite skills and experience for administrative positions are clearly defined in respective job descriptions and announcements, with duties and responsibilities clearly set forth (10B.4.1, 10B.4.2). An Administrator/Manager Performance Evaluation Procedure is used in the prescribed formal evaluation of all administrators (10B.4.3). Administrative staff development funds are budgeted to facilitate education and training through workshops, seminars, professional development conferences, and retreats.

Self-Evaluation

College administrators or managers are highly qualified by training and experience and in accordance to District policies. The high turnover in management positions caused lack of continuity in the performance of some administrative duties.

Planning Agenda

- Establish appropriate training for interim and permanent managers.

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

Description

The passage of AB1725 and the focus on shared governance has somewhat blurred the role of administrators in institutional governance. Although the Governing Board does not have a specific policy on manager roles in shared governance, the role is defined in the organizational charts and job descriptions contained in the Board Policy Manual. Managers are represented on all major governance committees with the exception of the Classified Council and Academic Senate. The college administration is committed to an active and participating role in college governance. This commitment is reflected in the accepted principle that managers will be held accountable for areas of responsibility.

Self-Evaluation

The college administration seeks to involve faculty, classified staff, and students in the college decision-making process through extensive use of standing and ad hoc committees. The college has 18 Standing Committees that deliberate and make policy recommendations in assigned areas of responsibilities (10B.5.1). The recommendations are forwarded to the College Council for action by the Council, which then makes recommendations to the President. All college constituencies are represented on standing committees, including management, faculty, staff, and students.

Planning Agenda

None.

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.

Description

College of Alameda faculty serve on all college standing and ad hoc committees as well as on district-wide committees. The Academic Senate ratifies all faculty committee appointments. Faculty participate in college curricular, budget and facility decisions through their committee representatives.

The major responsibility for planning, evaluating and approving the educational program rests with the faculty and the College Curriculum Committee, which includes six full-time instructors representing the three divisions and a librarian. The committee is charged with previewing and making recommendations on all course/program changes; suggesting curriculum revisions; reviewing and recommending changes for general education and graduation requirements; and developing policies and procedures affecting curriculum.

Faculty are appointed to serve on screening committees to hire faculty, administrators and classified staff. They are also appointed to serve on evaluation committees for full-time and hourly faculty as well as for administrators.

Self-Evaluation

Faculty at College of Alameda have clearly defined and significant roles in college governance. Nevertheless, the development of educational programs is tempered with some frustration. The institution's inability to replace full-time positions at the same pace as resignations and retirements has severely curtailed participation in committee work. Program reviews have been renewed due to the adoption in 2000 of a new program review process (10B.6.1). Faculty become dispirited when research indicates program innovations and improvements are necessary, but funding is unavailable. The new college President has initiated several projects to increase external funding. The college will pursue external resources for program development and innovations.

Planning Agenda

None.

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

Description

The Academic Senate is composed of 15 members, including: three regular/contract representatives from each of the three instructional divisions; three representatives from the areas of counseling, library staff, and college nurse; and three representatives from part-time faculty. The Senate makes recommendations to the college and District administration on all educational and professional matters (10B.7.1). The college supports the Academic

Senate by providing a Senate office and 0.5 FTE reassigned time for the Senate President to conduct business and to represent the faculty.

Regular Senate meetings are held twice a month and are open to all. The Senate appoints all faculty members to college and District standing and ad hoc committees.

The Academic Senate's constitution defines its scope of powers and its procedures. As a constituent senate of the District Academic Senate (DAS), the role of the college Academic Senate in District governance is defined in Board Policy 2.23. The Academic Senate President serves on key college committees and may also address the Governing Board on vital educational and professional matters should the DAS choose not to do so.

The Academic Senate has an adopted Code of Ethics reflecting minor modification of the State Academic Senate's Code of Ethics. An Ethics Committee "considers questions of professional conduct and ethics.(but) exists only to identify issues, clarify the arguments, and offer its perspective in professional ethics and behavior" (10B.7.2).

Self-Evaluation

The Academic Senate has enjoyed a high level of participation by its members. Meeting agendas are carefully planned and closely followed. The Senate is represented on all college shared governance committees.

Planning Agenda

None.

10B.8 The institution has written policy, which identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special purpose bodies.

Description

The Peralta Board Policy Manual clearly defines faculty participation in governance and faculty involvement in appropriate policy, planning, and special purpose bodies. The relationship between the DAS and the Board of Trustees is defined in Board Policy 2.23 adopted on May 14, 1991. When it is necessary to consult collegially with the Academic Senate on academic and professional matters, the Board shall do so "through the option of relying primarily upon the advice and judgment of the Academic Senate" on matters concerning the first ten areas stated in Title V regulations. Additional academic and professional matters may be added as specified in Title V only through formal resolution of the Board (10A.4.1).

Self-Evaluation

The college administration strives to involve faculty, classified staff, and students in the shared governance and decision-making processes through extensive use of standing and ad hoc committees (10B.5.1). The President's Cabinet and the College Council are directly involved in college-wide planning and policy-making. Moreover, the College Council, the primary shared governance body, recommends policy and procedures directly to the President. It deliberates on issues that affect the entire college, assists in developing and implementing the Educational Master Plan, and makes recommendations to the President regarding all planning efforts.

Planning Agenda

None.

10B.9 The institution clearly states and publicizes the role of staff in institutional governance.

Description

The role of classified staff in institutional government is clearly stated. The College of Alameda Classified Council ratified its constitution to reflect its role in shared governance and all issues not regulated by contract. A written delineation of functions between the bargaining agents and the Classified Council was ratified in 1992, followed immediately by formal recognition by the Board of Trustees as the first classified shared governance body in the District. The Peralta Classified Senate, a district-wide organization, provides an opportunity for classified staff to participate in shared governance at the District and state level (10B.9.1).

Classified staff serve on a number of district-wide and college committees. The Classified Council President attends President's Cabinet, College Council and Budget Committee meetings. The Classified Council Staff Development Committee establishes guidelines for the use of AB1725 funds; members serve on the college Staff Development Committee to monitor fund allocation and to approve applications.

Self-Evaluation

The college provides ample opportunity for classified staff participation on campus committees, but staff participation could be improved. Many classified staff consider the effect of understaffing with concomitant increased workloads as a disincentive to participation. Attendance at monthly meetings needs to be increased, but ensuring coverage of services during these meetings is always an issue.

There is a need for a college handbook for classified employees. The handbook could encompass all general information for new employees and cover shared governance structures of the college. A District Handbook is in draft form.

The classified council/senates and the two classified unions have made a collaborative effort to delineate their respective duties and responsibilities, but the recent passage of SB235 has clouded the lines of responsibilities regarding the appointments to shared governance committees. SB235 allows a "memorandum of understanding" to be created when there is more than one classified bargaining unit involved in the appointment of classified members to college and District committees. This issue needs to be examined and clarified.

Planning Agenda

- Work with college management to develop a process to provide release time for classified staff to attend shared governance meetings.
- Create a COA Classified Handbook with planned annual updates and ensure broad distribution.
- Recommend to the District, the timely completion of the District Classified Handbook and ensure broad distribution.
- Suggest to the District Classified Senate and the District that a "Memorandum of Understanding" be created to clarify the roles of union and Senate in appointing representatives to shared governance committees.

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

Description

The Associated Students of College of Alameda (ASCOA), has well defined responsibilities and functions as described in the ASCOA Constitution, ASCOA Finance Code, Peralta Community College District Board Policy, and California Student Association for Community Colleges Constitution and By-Laws (10B.10.1).

ASCOA was formed to advocate and support the rights and interests of students to the college administration and the PCCD Board of Trustees. It provides programs, services and activities to the Association membership. The college bookstore, cafeteria, student body card fees, game room and vending machine revenues, and student activities generate funds for ASCOA.

Students participate in shared governance of the College through ASCOA and representation on college standing and special committees (10B.10.2). The President of ASCOA attends the President's Cabinet and Planning Council meetings, and two student representatives are elected yearly to serve as student trustees on the PCCD Board of Trustees.

Self-Evaluation

Despite significant recruitment efforts, student participation in the shared governance process and in student government is inconsistent. Many students find it extremely difficult to balance demanding academic schedules, family obligations and jobs with student government meetings or other activities.

Planning Agenda

None.

10C MULTI-COLLEGE DISTRICTS AND/OR SYSTEMS

10C.1 The district/system chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

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.

Description

The Chancellor of the Peralta Community College District implements Board approved policies and ensures compliance with state and federal statutes. The Chancellor schedules regular meetings with the college Presidents to make certain that Board policies and procedures are accurately disseminated to all staff; and meets periodically with all managers to discuss pertinent issues. The Chancellor addresses the faculty on the state of the District on Professional Days.

The Chancellor meets regularly with the administrators of the California community colleges and maintains open lines of communication with state personnel to keep abreast with changes in state laws and/or policies. As a member of California's CEO organization, the Chancellor participates in its workshops designed to provide information and skill-building for efficient management of District's resources.

The Chancellor, under the direction of the Board and in cooperation with the Senior Vice Chancellor of Educational Services and Senior Vice Chancellor of Finance and Administrative Services, establishes the parameters for the operation of the entire District.

Self-Evaluation

The Chancellor's leadership has provided a strong District presence in our service area as evidenced by increased student enrollments. However, the college community and the general public have raised questions regarding the Chancellor's management of fiscal resources. Budget constraints have challenged on-going operations of the college. Base

budget allocations have remained static, while student enrollments, FTES, and student support service needs have increased. It is anticipated that as the COA administrative leadership stabilizes, college priorities, resource needs, and concerns will be more clearly articulated to the Chancellor.

Planning Agenda

None.

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.

Description

Official policy and procedures, as well as administrative directives and past practice, clearly define the division of responsibility and authority between the Peralta District Office and the four colleges. Board Policies 2.01, 2.05, 2.10, 2.23 and 3.6 address the roles of the District Chancellor, the College Presidents, and the Academic Senates (10A.4.1).

Self-Evaluation

The District organizational chart has been revised to reflect changes in administrative personnel, but areas of functional responsibility are not clearly delineated. A Self-Study Matrix (10C.3.1) was recently created to assist in the development of the Self-Study report, but there is still a need for a chart that clearly describes functional responsibilities at both the District and the college.

Planning Agenda

- Recommend that the District create a user-friendly chart that identifies functional responsibilities.

10C.4 The district/system provides effective services that support the mission and functions of the college.

Description

The District has established centralized services in the areas of human resources, payroll, purchasing, accounts payable, financial services, risk management, admissions and records, marketing and public relations, facilities and maintenance, and police services. Some of these functions include Business and Administrative Services, Admissions and Records, Public Relations, and custodial services. Several college functions are centralized and supervised at the District office level, while personnel are located at the college.

Self-Evaluation

District services are in place to support the mission and functions of the college, but those services are not always perceived to be prompt and timely. Services from the District are contingent upon appropriate staffing and funding levels, which may not always be sufficient. When District staff are absent, much of the work is not moved forward by other personnel, leaving the college in a state of limbo. Also, in areas requiring District coordination of services, such as maintenance work or college/District networking upgrades, there are often untimely delays in getting things accomplished. This is particularly acute in the area of hiring personnel, which surfaced as a concern in the 2002–03 Faculty, Staff, and Administration Self-Study Survey (10C.4.1). On the other hand, in the case of extreme urgency, such as the processing of a requisition or the cutting of a check to meet a deadline, college and District business personnel communicate extremely well to resolve the situation quickly.

Planning Agenda

- Request that the District utilize the services of an external agency to assess the delivery of District Office services to the colleges. Interviews with District Office management and staff, and college faculty, staff and administration should be included to align disparate perspectives.

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.

Description

Probably the most effective, but not entirely satisfactory method of inter-District and intra-campus communication is by wizard (electronic) mail to which all managers, classified staff, and some faculty have access. The Local Area Network service infrastructure for the entire campus is not yet in place; and not all faculty have computers.

The District communicates in numerous ways through annual mailings to all staff, through monthly publications, and occasionally through e-mail to people@peralta.cc.ca.us. A number of meetings are established on a district-wide basis to establish lines of communication for specific departments or areas of responsibility. Information distributed at the District meetings has defined routes of distribution to the colleges.

The Board of Trustees monthly meetings, open to the public and televised for re-broadcast, provide an avenue of communication for the discussion of District and college matters. The District Academic Senate and the Peralta Federation of Teachers convey to the Board the collective concerns of District faculty, especially in matters of instruction and curriculum, and relevant budgetary issues.

Self-Evaluation

Communication from the District is considered to be inconsistent and college personnel are not always apprised of policy changes in writing. The expected completion of the college wiring project will position the college for improved communication systems. An inadequate technology infrastructure in the District severely impacts timely, consistent, and broadly based communications at the college and across the District. However, established lines of communication do exist and are relied upon regularly.

Planning Agenda

None.

10C.6 The district/system has effective processes in place for the establishment and review of policy, planning, and financial management.

Description

The Chancellor's Advisory Committee (CPAC) created in 1990, is an advisory body to the chancellor on all district policy matters and includes administrators of the district and representatives from all college constituencies. CPAC meets regularly to review existing policies and propose new policies as necessary. In addition to CPAC, the Governing Board has a standing Board Policy Review sub-committee which meets as needed (10A.4.1).

Most institutional and educational planning is done by individual colleges at the department/division/category level, and then brought to the district level for administrative review, approval, and implementation. Some institutional and educational planning is initiated from the top levels of administration and passed down based on district-wide priorities. Standing committees that operate at the district level include Technology, Curriculum, Staff Development, Matriculation, Affirmative Action, Research, Health and Safety, and Facilities. Administrative processes that do not have standing committees but operate in conjunction with the colleges include budget/purchasing/finances, marketing and public relations, and human resources.

Self-Evaluation

CPAC is the primary shared governance body that reviews policy, planning, and management decisions. Many concerns and issues can be presented and discussed in this committee with positive results. Other standing committees that are active and effective in their area include Technology, Curriculum, Staff Development, Matriculation, and Research.

A look at the areas of budgeting, facilities, purchasing, and human resources indicate a gap in available processes for review and improvement. A Budget Advisory Committee which existed two years ago was folded into CPAC by the Chancellor without notification to the committee members. This is a concern of the District Academic Senate, since state law

requires the DAS to be involved in the creation of all budget policies. Regarding facilities, there is a great difficulty in communicating about on-going or proposed projects.

Overall, the process of shared governance is considered to be functional at the college level, but more limited at the district level. This was reflected in the results of the recent 2002-03 Faculty, Staff, and Administration Self-Study Survey (10C.4.1).

Planning Agenda

None.

STANDARD TEN DOCUMENTS

- 10A.1.1 California Education Code 72023
- 10A.1.2 PCCD Board Agenda and Minutes
- 10A.2.1 2002-03 Budget Reduction Memorandum
- 10A.2.2 PCCD Budget Reductions Information Sheet, June 3, 2002

- 10A.3.1 PCCD Mission Statement

- 10A.4.1 PCCD Board Policy Manual
- 10A.4.2 PCCD Organizational Chart
- 10A.4.3 Phone conversation with Chancellor's Assistant
- 10A.4.4 District Academic Senate Faculty Evaluation of the Chancellor, Fall 2001

- 10A.7 College of Alameda Focused Midterm Report, December 2001

- 10B.1.1 Enrollment Management Plan, June 1998, Fall 2001
- 10B.1.2 College of Alameda Planning Process, 1997-2002

- 10B.2.1 Educational Master Plan
- 10B.2.2 Independent Auditor's Report, 2001

- 10B.3.1 College of Alameda Organizational Chart

- 10B.4.1 Sample Administrator Job Announcement
- 10B.4.2 Sample Administrator Job Description
- 10B.4.3 Administrator/Manager Performance Evaluation Procedure

- 10B.5.1 College Standing Committees, 2001–2002
- 10B.6.1 PCCD Program Review Schedule
- 10B.7.1 Academic Senate Minutes
- 10B.7.2 Academic Senate Ethics Committee Charge
- 10B.9.1 “The Roles of the Peralta Classified Senate and SEIU Local 790 and AFL-CIO Local 39” and Classified Council Minutes
- 10B.10.1 ASCOA By-Laws
- 10B.10.2 ASCOA Committee Participation List
- 10C.3.1 PCCD Delineation of District Office and College Functions Related to Accreditation Matrix
- 10C.4.1 2002–03 Faculty, Staff, and Administration Self-Study Survey