

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IVA. Decision Making Process

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IVA. 1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Description

College of Alameda's leadership team seeks to establish a supportive campus environment that encourages institutional excellence and effectiveness through the empowerment of its constituents. Through the integrated planning and shared governance process [REF: [AB 1725](#); [Title 5 Section 53206](#)], decisions are made incorporating opportunities for innovation and participation which ensure effective campus-wide discussion.

The institution's leadership is comprised of the Associated Students of College of Alameda (ASCOA), Classified Council/classified professionals, Academic Senate/faculty, and administration. Together, these leaders contribute their unique and diverse perspectives in making decisions impacting student success and institutional effectiveness of the College.

Representatives from each of the participatory governance groups are appointed to the College Council, which provides a critical role in the integrated planning and budget process. While the College Council serves as a recommending and advisory body to the President, the Academic Senate also makes recommendations on issues having primacy regarding academic and professional matters [REF: [AP 2511](#); [Academic Senate Constitution](#); [Academic Senate Agendas and Minutes](#)]

The Classified Council, ASCOA, and the Academic Senate as well as leadership and planning multi-constituency groups including the College Council, Institutional Effectiveness Committee, and the Accreditation Steering Team are examples of ways that campus members can participate in continuous improvement of the institution. Meetings of all

College committees are open to the public and agendas and minutes can be found at the Leadership and Governance link on the campus webpage. [REF: [Leadership and Governance](#)]

In working toward the objectives outlined in the College’s Mission, Vision, and Values (MVV), contributions from campus constituents are encouraged and supported. Student success is a campus-wide initiative and each individual, no matter rank or title, serves an important role in this effort.

The College’s commitment to educational excellence and student success is expressed in its Mission Statement:

“To serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.” [REF: [Mission Statement](#)]

Institutional leadership both effective and ethical is described in the Vision Statement of the campus:

“College of Alameda is a diverse, supportive, empowering learning community...we are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers, and citizens” [REF: [Mission Statement](#)]

Also, the core values of Academic Excellence, Budgetary Competence, and Community Engagement (what many campus constituents refer to as the “ABCs”) provide a strong foundation for systematic participative processes that ensure effective planning and implementation. [REF: [Mission Statement](#)]

Institutional goals are derived from the District’s Strategic Goals District [REF: [District Strategic Goals and Institutional Objectives](#)]. On July 31, 2014, the President convened a Campus Senior Leadership Advance to identify the 2014-15 strategic priorities for the College. Three Strategic Imperatives were identified; Accreditation, Enrollment and Student Success. Objectives and Actions plans were identified for each strategic imperative. On August 14, 2014, these strategic objectives were presented at the College’s Professional development workshop.

The College MVV statement and institutional goals are communicated through various channels including the College website, catalog, program review and annual program plan documents, and the Institutional Planning Handbook. [REF: [Institutional Planning Handbook](#)]

The College has a number of initiatives demonstrating empowerment, innovation, and institutional excellence and requiring campus wide involvement.

Colleagues in Conversation: In the fall of 2013, the President established “Colleagues in Conversation”, which is designed to promote campus-wide dialogue on topical issues and proposed plans. In October, 2013, the Vice President for Instruction presented a draft plan to move to “block scheduling” for spring 2014. Feedback from faculty, staff and student focus groups helped shape the overall plan.

Construction Committee: Construction for new instructional buildings C&D are scheduled for fall 2015. In preparation for this transition, classrooms and faculty office will move into temporary modular units. The C&D Steering Committee was reconvened to facilitate this transition.

PASS: The Chancellor provided supplemental funding (\$580,000) from Measure B, a parcel tax approved by voters in 2012, for the College to fund innovative ideas that support high quality programs leading to student success. The President solicited proposals from the campus community. Working through the campus Budget Committee, guidelines were developed for the identification and selection of campus submissions.

President's Drop-in Office Hours: These hours are set aside to promote access and provide input to the President and opportunity for college constituents to dialogue directly with the President.

Men of Color initiative: The initiative was developed in response to institutional data clearly indicated that African American, Latino and specific Asian American/Pacific Island males require targeted intervention to improve College success and completion. Toward this end, the President launched the Men of Color Initiative in spring 2014. Twenty students enrolled in Counseling 24, Leadership. The class utilizes "real world" problems and issues to motivate and guide student inquiry. The emphasis is on students acquiring critical thinking "dispositions" and learning in applying critical thinking skills and strategies to problems of interest to them. To prosper in the twenty-first century, students need to be able to think creatively, solve problems, and make decisions as team members. Instruction is highly participatory, interactive and dynamic with primary focus on academic and career preparation.

Alameda Promise: Established in 2012, the Alameda Promise Initiative is an integrated approach to student success utilizing a cohort model to assist students with dedicated English classes structured in such way so that students will achieve College level performance in writing. The program provides placement based on a thorough assessment and counseling support is provided by faculty and student mentors. The project follows and supports students in their progress through the identification of classes tailored to facilitate students in their success on "self-chosen" academic pathways. Each student signs a "responsibility" pledge which stipulates attendance at Alameda Promise events and mandatory counseling sessions. As an incentive, each student receives a laptop to assist with their educational studies and career preparation. Process and outcomes evaluation are data driven, and student overall academic progress is monitored by the Institutional Effectiveness Committee.

Pathway to Law School Initiative: College of Alameda was recently selected to be one of twenty-four community colleges to participate in an innovative program to prepare students from underserved community for law school. A memorandum of understanding has been signed with the University of California, Davis and Irvine, Santa Clara University, University of Southern California and Hastings. Over the next few years, additional law schools will join the consortium.

Learning Communities: College of Alameda has three strong Learning Communities with a demonstrated record of student success:

- *APASS (Asian/Pacific American Student Success)* is designed to support Asian/Pacific Americans in pursuit of academic success by promoting individual growth and personal success through a culturally sensitive environment, recognizing the cultural diversity within the Asian and Pacific Islander communities, and fostering unity within the multicultural College community and beyond.
- The *Amandla (Zulu for Power)* program is a member of the Statewide *Umoja (Unity) Community*, and is dedicated to enhancing the cultural and educational experiences of African American and other student populations through a curriculum and pedagogy responsive to the legacy of the African and African American diasporas.
- The *Adelante* (Spanish for “onward” or “forward”) program serves to enhance the intellectual, philosophical, ethical, and community experience of students through the reflective study of Latino culture and literature.

Self-Evaluation

The College meets this Standard.

Students, staff, faculty, and administrators participate in College the planning and decision-making processes. The participatory governance organizations, College standing committees, and multi-constituency workgroups encourage empowerment, innovation, and institutional excellence. Efficient decision-making and planning are a result of collaboration where creative thinking, ideas and multiple voices contribute to the overall success of the entire College community.

Actionable Improvement Plans

None

IVA.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IVA.2a. Faculty and administrators have a substantive and clearly defined role institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Description

College of Alameda and the PCCD District have written policies which allow for student, staff, faculty, and administrative participation in decision-making processes. Individuals are

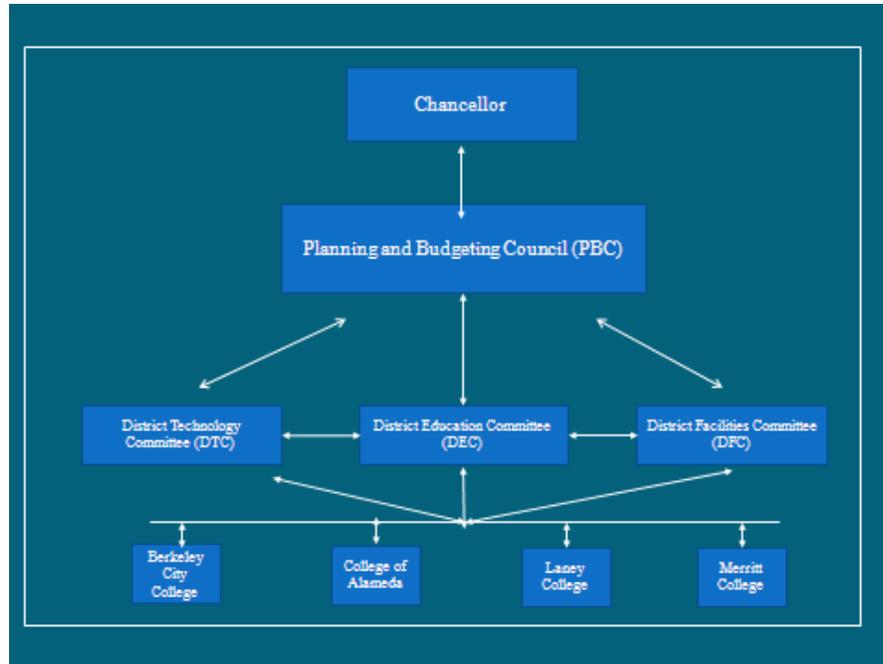
able to submit ideas from their respective constituent group and provide valued input that impacts campus effectiveness and student success.

Peralta's Planning and Budgeting Integration Model (PBIM) establishes an effective District-wide committee structure and streamlines and clarifies the District-wide process for developing recommendations leading to decision-making." The PBIM has these key goals:

- Integrate planning and budgeting across the four Colleges and District offices
- Bring the expertise of the four Colleges together to focus on trends, best practices, and student learning and success
- Support a culture of collaboration
- Streamline decision making among the Colleges and District service centers by providing a transparent process of collaboration and recommendations leading to decisions
- The PBIM is the core response to ACCJC recommendation that the Colleges and District offices collectively establish a coordinated planning and budgeting system, which delineates functional responsibilities and provides a clear process for decision-making.

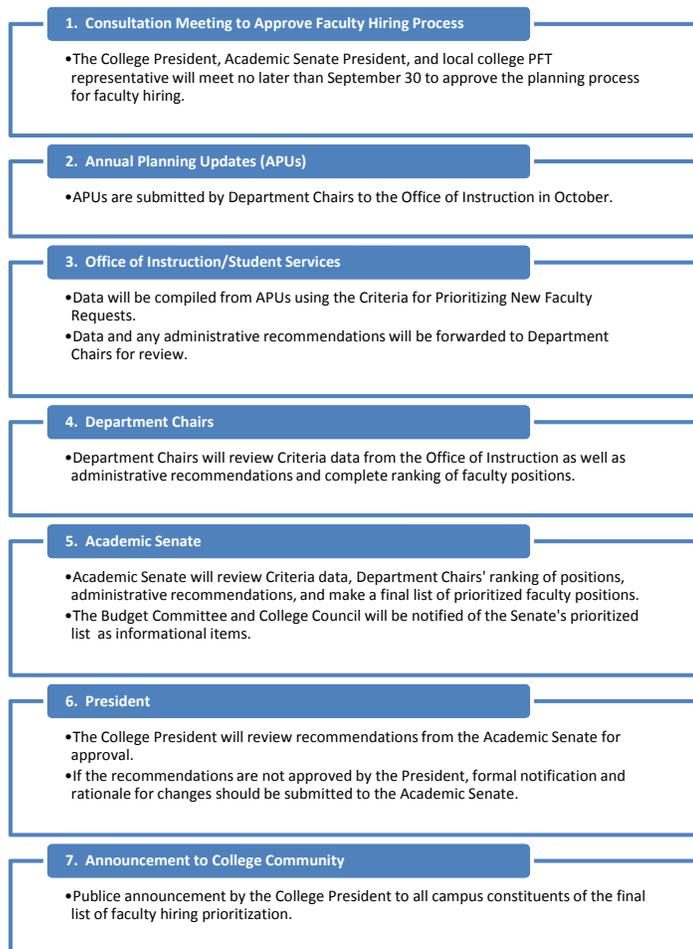
The PBIM is an integrated District-wide planning and budget advisory system of four committees (Planning and Budgeting Council, Education Committee, Facilities Committee, and Technology Committee) which receive planning inputs from the Colleges and makes recommendations to the Chancellor. These District-wide subject matter committees recommend decisions that build on College program reviews and annual institutional plans and goals. Specifically, the committees: [REF: [PBIM Flex Day Presentation Fall 2014](#)]

- Stress the use of program reviews and unit plans in making decisions
- Seek collaborative solutions that utilize resources on a District-wide basis
- Assist in developing District-wide strategies that are acceptable to all Colleges
- Provide feedback to the Colleges
- Provide technical reviews of College priorities
- Ensure consistency between College requests and existing approved projects.
- Identify opportunities for College-to-College collaboration where resource sharing could be useful.



At the campus level, the Integrated Budget and Planning Flow Chart and the College Planning Calendar both incorporate the District's PBIM process. The Institutional Planning Handbook describes how the MVV and the goals of the institution are supported through participatory governance and integrated planning at the campus and District level. The College's Budget, Facilities, and Technology Committees meet regularly and provide input at the District-level through the PBIM process. Governance committees, College Council, and other ad hoc groups work together to ensure that there is effective involvement with values of open communication and transparency. [REF: [PBIM Committee Flowchart](#)]

An example of how the campus worked together on policy is demonstrated by the development of the faculty hiring process in spring 2014.



Assessments of student learning outcomes, program learning outcomes and institutional learning outcomes drive the annual program updates. The program review process are used to create the annual priorities in the areas of personnel, technology and physical resources. The College's priorities drive action at the local and District level.

Self-Evaluation

The College meets this Standard.

College of Alameda's shared governance process enables all campus groups to participate in decision-making and policy planning, implementation, and evaluation for the institution. Written policies exist, describing campus and District integrated planning and budget processes which make clear the roles of all participatory governance groups.

Achieving the MVV of the College occurs through dialogue of students, staff, faculty, and administration.

To ensure optimal campus-wide input, the President implemented “Colleagues in Conversation”, established “Drop-in” office hours, and created the President’s Executive Staff which is a monthly meeting with campus classified professional staff and senior managers.

Actionable Improvement Plans

None

IVA.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Description

College of Alameda’s faculty, the Academic Senate and the Curriculum Committee, the Department Chairs, the Student Services Council, Institutional Effectiveness Committee, and administrators and representatives from the Academic Divisions make recommendations about student learning programs and services in support of the College’s MVV. [REF: [Mission Statement](#)]

Board Policy (BP) 2510 states that “The Board or its designees will consult collegially with the Academic Senate, by relying primarily upon the advice and recommendations of the senate, as duly constituted with respect to academic and professional matters, as defined by law. [REF: [BP 2510](#)]

Administrative Policy (AP) 2511 provides the following definition of “academic and professional matters” as stated in Title 5 regulations regarding the following policy development and implementation matters (10+1): [REF: [AP 2511](#)]

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and College governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate

College of Alameda's Academic Senate is governed by a constitution. Those eligible for election to the Academic Senate shall be members of the faculty which includes any certificated employee at the College of Alameda whose terms of employment do not demand a supervisory or administrative credential and who is not declared as holding a management position. As defined in the Academic Senate constitution, all faculty appointments to College and District committees are to be appointed by the Senate President and approved by the Academic Senate. These include hiring committees, standing committees, workgroups, and any other committee requiring faculty representation. [REF: [Academic Senate Constitution](#)]

The Academic Senate President, Vice-President, and an elected Senator, serve on the District-wide Academic Senate, representing the College and its faculty. [REF: [District Academic Senate Membership List](#)] In addition, the Academic Senate President is a member of the College Council and is also appointed to the District-wide Planning and Budget Council (PBC). [REF: [District Planning and Budget Council](#)]

The Curriculum Committee, a standing committee established and appropriately constituted by mutual agreement of the Academic Senate and the College administration, in accordance with Title 5, is governed by bylaws and constitution. The charge of the Curriculum Committee include those responsibilities delegated by the Academic Senate; delegated by the State Chancellor; those accorded by Title 5/AS 1725, and those specified in the State Curriculum Standards Handbook and the PCCD Program and Course Approval Manual. In general, the Curriculum Committee is responsible for planning and policy formulation in the areas of curriculum and instruction, certificates, degrees, general education requirements and certification, and course and program approvals. [REF: [Peralta Program and Course Approval Process Manual](#); [Curriculum Committee](#)]

The mission of the Institutional Effectiveness Committee (IEC) is to ensure that the College maintains a set of ongoing and systematic institutional processes and practices that include planning, the evaluation of programs and services, the identification and measurement of outcomes across all institutional units (including learning outcomes in instructional programs), and the use of data and assessment results to inform decision-making. All of these activities are accomplished with the purpose of improving programs and services and increasing student success and institutional quality. Instructional and student services faculty are appointed by the Academic Senate President to the IEC with approval of the Senate. [REF: [Institutional Effectiveness Committee](#)]

The Academic Senate, the Curriculum Committee, the Student Services Council and the Department Chairs (include IEC if necessary) provide opportunities for faculty to share input about academic and professional matters that impact them.

Self-Evaluation

The College meets this Standard.

BP 2510 and AP 2511 delegate authority by relying primarily upon the Academic Senate in regard to academic and professional matters (10+1 areas). The Academic Senate, the Curriculum Committee, Department Chairs, administrators and other planning bodies make

recommendations regarding student learning programs and services. The Integrated Budget and Planning Handbook articulate the roles and responsibilities of faculty through the Academic Senate, in addition to classified professionals, students, and administrators. Institutional effectiveness and student success through high quality learning programs and services are ensured by the active participation of the faculty in conjunction with academic administrators, classified professionals, and students. [REF: [BP 2510](#); [AP 2511](#)]

Actionable Improvement Plans

None

IVA.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

Description

The District and the College have established governance structures, processes, and practices that work together to facilitate the discussion of ideas and effective communication among all constituents.

The Governing Board of Trustees recognizes the importance of participatory governance. This is evidenced by Board Policy (BP) 2510, *Participation in Local Decision Making*, which ensures participation of all constituent groups in the decision-making process and establishes the roles of those groups in that process. BP 2510 states: [REF: [BP 2510](#)]

“...the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for the Chancellor action under which the District is governed and administered.”

Each of the following shall participate as required by law in the decision-making processes of the District:

Academic Senate(s)(Title 5 Sections 53200-53206)

The Board or its designees will consult collegially with the Academic Senate, by relying primarily upon the advice and recommendations of the senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

Staff(Title 5 Section 51023.5)

Staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff as defined by law. The opinions and recommendations of the staff will be given every reasonable consideration.

Students(Title 5 Section 51023.7)

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate. Participation in decision making will not necessarily be limited to the named groups above.”

District-wide recommendations are made through the Planning and Budget Integrated Model (PBIM): The District Education, Facilities, and Technology Committees. Ultimately, decisions made by these three committees are forwarded to the Planning and Budget Council which makes recommendations to the Chancellor. Again, students, classified professionals, faculty, and administrators serve on these committees, which support BP 2510 and encourage participatory governance.

At College of Alameda, governance structures are outlined in the Institutional Planning Handbook. Whether it is the Classified Council, the Student Services Council and Department Chairs’ meetings, Academic Senate, ASCOA, or the Institutional Effectiveness committee, all members of the College have opportunities to participate and communicate their valuable input. [REF: [Institutional Planning Handbook](#); [Standing Committee and Integrated Planning](#)]

Representatives from each campus contingency serve on College Council; this facilitates important discussion from all perspectives. Joined together at College Council, the many voices of the campus community contribute to a more inclusive and transparent dialogue.

Committee member appointments, both campus and District-wide, are made by respective constituency groups or designees. The Academic Senate appoints faculty members to committees and Senators themselves are elected by the faculty at large. Department Chairs are elected by discipline faculty. Classified staff members are appointed by the Classified Council. Student leaders are elected to the Associated Students of College of Alameda (ASCOA). Administrators are appointed by the College President.

Self-Evaluation

The College meets this Standard.

Effective communication occurs among the institution's constituencies through established governance structures, processes and practices that work together for the good of the College. Information and decisions made in committees are shared with the campus through the College website, newsletters, and public forums.

Actionable Improvement Plans

None

IVA. 4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission Standards, policies, and guidelines, and Commission requirements for public disclosure, self-evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Description

College of Alameda is committed to “providing a creative, ethical, and inclusive environment” as stated in its vision statement. [REF: [Mission Statement](#)] Because of this, the College advocates and demonstrates honesty and integrity in its relations with external agencies.

The College complies with Accrediting Commission Standards, policies, and guidelines and commission requirements. All Self-Evaluation documents, accreditation recommendations, midterm and progress reports are posted on the College website. All midterm and progress reports were completed on time and previous accreditation recommendations became immediate campus priorities. Because of the honesty and integrity demonstrated in reporting, the Accrediting Commission reaffirmed College of Alameda's accreditation in 2013. [REF: [ACCJC letter to COA](#)]

The College maintains relationships with external agencies, most of which require the submission of reports and evaluations, documenting that the institution meets these agencies' guidelines, standards, and statutes.

Individual College occupational programs are accredited or certified by the subject matter accrediting agencies, including the American Dental Association (ADA) Council on Dental Education for Dental Assistants, the Federal Aviation Administration (FAA), and the National Institute for Automotive Excellence (ASE). Certification/Accreditation with these external agencies is indicative of the honesty and integrity of the College.

Through the College President the College submits required reports regarding financial aid, Equity in Athletics (Title IX), EOPS, DSPS, CalWORKs, One Stop Career Center, Transfer Center, and Articulation programs.

The District submits the Clery report on behalf of the College.

Self-Evaluation

The College meets this Standard.

The College complies with Accrediting Commission Standards, policies, and guidelines for public disclosure. The institution moves quickly to respond to recommendations made by the Commission. In addition, relationships with external agencies are based on honesty and integrity.

Actionable Improvement Plans

None

IVA. 5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Description

College of Alameda's governance and decision-making structures and processes are regularly evaluated for integrity and effectiveness. All campus constituents have opportunities to provide feedback and offer suggestions for improvement through the College participatory governance process. In fall 2013, the College began revising and simplifying its standing committees and incorporated plans for systematic review of the College's governance structures. [REF: [Standing Committee and Integrated Planning](#)]

Annual planning updates (APUs) completed by both instructional, student service, and administrative departments and programs allow opportunities for assessment and evaluation. APUs are made public, posted to the College website and communicated to the campus at large. Because APUs are completed annually and require review of the previous year, this enables continuous assessment and improvement of all College departments, programs and services. [REF: [Student Services Program Reviews](#); [Instructional Program Reviews](#)]

On an ongoing basis the Academic Senate, through its primacy in academic and professional matters, provides continuous evaluation of the campus decision-making process. Making recommendations directly to the College President, the Academic Senate offers important feedback which helps ensure the integrity and effectiveness of the College. In addition, the

Academic Senate annually selects goals in the fall semester and evaluates whether these goals were accomplished as well as the Senate's overall effectiveness at the end of the spring semester. [REF: [Academic Senate Agendas and Minutes](#)]

Self-Evaluation

The College meets this Standard.

Evaluations and assessment occur as part of the College Planning Calendar. Evaluation of the District-wide PBIM occurs annually. The assessments and evaluations are communicated to the campus community through the College website, newsletters, and public forums. [REF: [PBIM Assessment Summary, 8-8-14](#)]

Actionable Improvement Plans

None

Evidence List (in alphabetical order)

[Academic Senate Agendas and Minutes](#)
[Academic Senate Constitution](#)
[ACCJC letter to COA](#)
[ACCJC letter to COA](#)
[AP 2511](#)
[BP 2510](#)
[Curriculum Committee](#)
[District Academic Senate Membership List](#)
[District Planning and Budget Council](#)
[District Strategic Goals and Institutional Objectives](#)
[Institutional Effectiveness Committee](#)
[Institutional Planning Handbook](#)
[Instructional Program Reviews](#)
[Integrated Budget and Planning Calendar](#)
[Mission Statement](#)
[PBIM Assessment Summary, 8-8-14](#)
[PBIM Committee Flowchart](#)
[PBIM Flex Day Presentation Fall 2014](#)
[Peralta Program and Course Approval Process Manual](#)
[Standing Committee and Integrated Planning](#)
[Student Services Program Reviews](#)

IVB. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IVB.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Description

The Peralta Community District is comprised of four Colleges: Berkeley City College, College of Alameda, Laney College, and Merritt College. The Governing Board for the Peralta Community College District consists of seven publicly elected members (BP 2100) [REF: [BP 2100 Board Membership](#)]. Each member is elected from a specific geographic area in Northern Alameda County and each serves a four-year term. Board member terms are staggered with biennial elections in accordance with California Education Code (BP 2100) [REF: [BP 2100 Board Elections](#)]. Though elected by geographic area, the members of the Governing Board represent the interests of all District residents. Two student trustees (non-voting) are elected by the student body of the four Colleges for a one-year term and may serve a maximum of two terms (BP 2155) [REF: [BP 2155 Student Board Members](#)]. On an annual basis, the Governing Board elects a President and vice president (BP 2210) [REF: [BP 2210 Officers](#)]. In keeping with California Education Code 70902, the Governing Board has clearly defined its duties and responsibilities as outlined in Board Policy 2200 [REF: [BP 2200 Board Duties and Responsibilities](#)]. The Governing Board is committed to fulfilling its responsibilities to:

- Represent the public interest;
- Establish policies that define the institutional mission and set prudent, ethical, and legal standards;
- Assure fiscal health and responsibility;
- Monitor institutional performance and educational quality;
- Advocate and protect the District;
- Delegate power and authority to the Chancellor to effectively lead the District,
- Hire the Chancellor and evaluate the Chancellor at least annually;
- Respect the authority of the Chancellor by providing policy, direction, and guidance to the Chancellor who is responsible for the management of the District and its employees; and
- Delegate authority to the Chancellor to issue regulations and directives to the employees of the District.

In keeping with these duties, the Governing Board reviews and approves long-range academic and facilities plans and programs; approves courses of instruction and educational programs; establishes academic standards, probation and dismissal and readmission policies; assumes responsibility for the District's operational and capital outlay budgets; regularly reviews enrollment data and student achievement data; reviews and approves all grant awards; and maintains a strategic partnership with the Peralta Colleges Foundation. The Board assures that the District is financially sound through careful budget oversight and regular budget reporting from the District Office of Finance [REF: [Board agendas, minutes, and documents](#)].

As stated in the Peralta Community College District Mission and critical to the work of the Board, the District's purpose is to provide "accessible, high quality, educational programs and services to meet the following needs of our multi-cultural communities:

- Articulation agreements with a broad array of highly respected Colleges and Universities;
- Achievement of Associate Degrees of Arts and Science and Certificates of Achievement;
- Acquisition of career-technical skills compatible with industry demand;
- Promotion of economic development and job growth;
- Foundational basic skills and continuing education;
- Lifelong learning, life skills, civic engagement, and cultural enrichment; and
- Early College programs for community high school students; ..." (BP 1200, Mission, 2011; reapproved 2014) [REF: [BP 1200 Mission](#)].

The Governing Board recognizes "the basic principle that they possess legal authority only when they are convened as a Board" and when necessary "will meet as a committee of the whole when it is found to be appropriate to consider items such as educational or facilities master planning, budget study sessions, audit status, or policy review." "The purpose of committee-of-the-whole meetings are to gather information, hear from the public, and provide a forum to discuss pertinent issues that may ultimately come before the Board for further discussion and action" (BP 2220) [REF: [BP 2220 Committee of the Whole](#)].

Three Board members are members of the Peralta Retirement Board (PRB). The Peralta Retirement Board meets quarterly to ensure sound fiscal decisions regarding GASB 45 and OPEB and to provide reports to the Governing Board at a regular Governing Board meeting. All pertinent documents are posted on the Peralta Retirement Board website [REF: [Retirement Board](#)].

The Governing Board holds regularly scheduled meetings (BP 2310) [REF: [BP 2310 Regular Meetings of the Board](#)]; adheres to policy on agenda development and posting (BP 2340) [REF: [BP 2340 Agenda Development and Posting](#)]; adheres to a conflict of interest policy (BP 2710) [REF: [BP 2710 Conflict of Interest Disclosure](#)]; and agrees to a Code of Ethics and Standards of Practice (BP 2715) [REF: [BP 2715 Code of Ethics and Standards of Practice](#)].

The Governing Board adheres to a clearly defined policy for selecting the District Chancellor (chief administrator) as outlined in Board Policy 2431 [REF: [BP 2431 Chancellor Selection](#)]; delegates authority to the Chancellor as outlined in Board Policy 2430 [REF: [BP 2430](#)].

[Delegation of Authority to the Chancellor](#)]; and annually evaluates the Chancellor in keeping with Board Policy 2435 [REF: [BP 2435 Evaluation of the Chancellor](#). The Chancellor evaluates the College Presidents (AP 7126) [REF: [AP 7126 Management Performance Evaluations](#). The current Chancellor has been in office since July 2, 2012. All Board policies and District administrative procedures are revised regularly and are posted on the PCCD website [REF: [Board Policies and District Administrative Procedures Manual](#)].

The Chancellor, through the District Office of Educational Services and the Vice Chancellor of Educational Services, provides overall coordination for the planning, development, and implementation of the instructional and student support programs of the District. The Office of Educational Services responsibilities include the areas of: Institutional research, accreditation, strategic planning, workforce and economic development, distance education, enrollment management, oversight of the District Council on Instruction, Planning and Development (CIPD); leadership of the District Education Committee; and for holding regular meetings with College Vice Presidents and Deans [REF: [District Educational Services](#)].

The Governing Board has adopted Board Policy (4210) Student Learning Outcomes [REF: [BP 4210 Student Learning Outcomes](#)] and in keeping with this Board policy, the District has adopted a detailed administrative procedure regarding student learning outcomes (AP 4210 Student Learning Outcomes) [REF: [AP 4210 Student Learning Outcomes](#)].

Self-Evaluation

The College meets this standard.

The Governing Board, in keeping with the Mission of the Peralta Community College District, has established policies that ensure the quality, integrity, and effectiveness of the student learning programs and services. The Governing Board has charged the Chancellor with setting and implementing District administrative procedures to ensure the quality, integrity, and effectiveness of student learning programs and services. The Chancellor is charged with providing regular reports to the Board. The selection and evaluation of the Chancellor is carried out by a clearly defined Board policy.

Actionable Improvement Plans

None

IVB.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Description

The Governing Board is an independent policy-making body. The Board President and Vice President adhere to their roles and responsibilities as per Board Policy 2210. The members of the Governing Board adhere to their appropriate roles and responsibilities in keeping with Board Policy 2200. In keeping with the Code of Ethics and Standards of Practice (BP 2715), the members of the Governing Board commit to acting as a whole, that they “speak and act on behalf of the District, not as individuals” and “use care not to misrepresent their individual opinions or actions as those of the Board.” Board members have authority only when acting as a Governing Board legally in session.

The Governing Board provides opportunity for public participation at Board meetings (BP 2345 and AP 2345). The Governing Board also ensures a role for the Academic Senate, staff and students in local decision-making (BP 2510).

On an annual basis, each Board member declares his/her financial interests to ensure his/her independence in the decision-making process and to assure the public that there are no conflicts of interest. This is done through filing California Form 700 and the Peralta Supplemental Form 700. Also, as previously stated, Board members adhere to their Board Policy 2710 Conflict of Interest, AP 2710 Conflict of Interest Disclosure, BP 2715 Code of Ethics, and AP 2712 Conflict of Interest Code .

Self-Evaluation

The College meets this standard.

Governing Board members have authority only when acting as a Governing Board legally in session. Once the Board reaches a decision, it acts as a whole. Board members annually file statements of economic interest. Further, because the District is a public entity, the Governing Board is ultimately responsible to the citizens of the District.

Actionable Improvement Plans

None

IVB.1.b. The Governing Board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Description

The District, per its mission statement codified in Board Policy 1200, strives to

- Empower students to achieve their highest aspirations;
- Develop leaders who create opportunities and transform lives;

- Provide students and communities with equitable access to educational resources, experiences, and life-long learning opportunities to meet or exceed their goals; and
- Deliver programs and services that sustainably enhance the region's human, economic, environmental, and social development.

Board policies related to academic affairs (Board Policy Manual, Chapter Four, Academic Affairs) and student services (Board Policy Manual, Chapter Five, Student Services) are developed and reviewed by the Board. The administrative procedures to implement these policies are developed and reviewed under the Chancellor's leadership. The policies and procedures are consistent with the District and the College mission statements, federal laws, California Education Code, and State Title 5 regulations. The District's five strategic planning goals are consistent with policies and procedures and address the improvement of student learning programs and services and the resources necessary to support them. Those goals are

- Advance Student Access, Success, and Equity;
- Engage Communities and Partners;
- Build Programs of Distinction;
- Strengthen Accountability, Innovation and Collaboration; and
- Develop Resources to Advance and Sustain our Mission.

The District annually sets institutional outcomes to address and implement the strategic goals. Those institutional outcomes seek to ensure quality, integrity, and improvement of student learning programs and services, as well as the resources needed to support them. The annual institutional outcomes are finalized, with input from all constituencies, at the annual Planning and Budgeting Integration Summit in August. Each College then sets measureable outcomes/objectives in alignment with the District wide institutional outcomes. Each College also provides an update as to how the measureable outcomes/objectives were achieved [REF: [District-wide Strategic Plan](#)]. The District Strategic Plan is currently undergoing review for updating.

The Planning and Budgeting Integration Model (PBIM) District committees (Technology, Facilities, Education, and Planning and Budgeting Council) established pursuant to Board Policies and District Administrative Procedures have as their main goal/objective to ensure the quality, integrity, and improvement of student learning and programs and services and to address the resources necessary to support them. Through this District-wide committee structure, the Colleges and District service centers work together to ensure student success. All information regarding these District-level committees, including agendas, minutes, and meeting documents are posted at a central web site [REF: [Planning and Budgeting Integration](#)].

Self-Evaluation

The College meets this standard.

The Governing Board acts in a responsive manner regarding its expectations for quality, integrity, and improvement of student learning programs and services. It reviews all policies, especially those pertaining to educational services and offerings, on a regular basis to ensure

that these policies are consistent with the District Mission statement. The Chancellor ensures that all District administrative procedures which implement Board policy ensure the quality, integrity, and improvement of student learning programs and services. The District Budget Allocation Model (BAM) [REF: [Budget Allocation Model manual](#)] provides a defined method for allocating funding to the Colleges for student learning programs and services. The District also assists the Colleges in seeking additional funding through grants and special programs targeted toward the quality, integrity, and improvement of student learning programs and services. Applications for grants and special programs are presented to the Governing Board for review and approval. The voter approved Measure B Parcel Tax, passed by voters in 2012, provides College and District resources to address student needs [REF: [Measure B language](#)]. These funds are now linked to a funding process called, Peralta Accountability for Student Success Program (PASS) [REF: [Peralta Accountability for Student Success Program](#)].

Actionable Improvement Plan

None

IVB.1.c. The Governing Board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Description

The responsibility for educational programs and fiscal integrity is the responsibility of the Governing Board. In its policy on duties and responsibilities (BP 2200), the Board acknowledges its responsibility to “establish policies that define the institutional mission and set prudent, ethical and legal standards for College operations,” “monitor institutional performance and educational quality,” “assure fiscal health and stability,” and “advocate and protect the District.”

The District and Colleges adhere to various Board policies in Chapters Four and Five of the Board Policy Manual regarding educational quality. Those policies, that are regularly reviewed and updated, include program, curriculum and course development; general education; articulation; graduation requirements; student learning outcomes; standards of scholarship; and provision of essential student support services, including the Student Success and Support Program; At each Board meeting, the Chancellor has the opportunity to report on various topic and initiatives. The Chancellor may include updates from the Vice Chancellors and College Presidents. These updates may include reports on grant applications, curriculum change, program of distinction, educational planning, student achievement, enrollment data, and reports that address educational quality or financial integrity.

The Board receives an oral report from the District Academic Senate President at each meeting, which consistently addresses educational quality and the obligation to provide students educational quality and ensure their success. These oral reports are posted in the Board meeting minutes.

In conjunction with the Chancellor and District general counsel, the Board is apprised of, and assumes responsibility for, all legal matters associated with the operation of the Colleges and the District office. As needed, the District hires outside counsel to take on specific tasks. The Board is regularly updated on legal matters in closed session (BP 2315) [REF: [BP 2315 Closed Sessions](#)]. The Governing Board assumes responsibility for monitoring all aspects of District and College finances. An external auditor conducts an annual, independent audit of the District's financial statements and accounting practices, which is reviewed by the Board and presented at a public meeting [REF: [Annual Financial Audit documents](#)]. The District Chief Financial Officer holds regular meetings of the Retirement Board regarding Other Post-Employment Bonds (OPEB) investments, which meet GASB 45 regulations [REF: [GASB 45 – Peralta Retirement Board](#)]. The Board receives quarterly financial reports and enrollment reports in addition to a comprehensive multi-year annual report on the financial condition of the District, as required by the state following the guidelines of the State Chancellor's Office for California Community Colleges.

Self-Evaluation

The College meets this standard.

The Governing Board, functioning as an independent body, has ultimate responsibility for educational quality, legal matters, and financial integrity. The Board's decisions are in keeping with the District's Mission and adhere to federal law, state law and regulations, and local policies and guidelines.

Actionable Improvement Plans

None

IVB.1.d The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Description

The Governing Board policies (By-laws) specifying the Board's size, duties, responsibilities, structure, and operating procedures are approved by the Board and published in the Board Policy Manual.

The policies specific to this Standard were approved by the Governing Board in September 2011 and are regularly reviewed by the Governing Board. Policies applicable to this standard include the following:

- BP 2010 Board Membership
- BP 2015 Student Members
- BP 2100 Board Elections
- BP 2200 Board Duties and Responsibilities
- BP 2210 Officers
- BP 2310 Regular Meetings of the Board
- BP 2315 Closed Sessions
- BP 2330 Quorum and Voting

BP 2340 Agendas
 BP 2345 Public Participation at Board Meetings
 BP 2360 Minutes and Recording
 BP 2510 Participation in Local Decision Making
 BP 2710 Conflict of Interest
 BP 2715 Code of Ethics
 BP 2740 Board Education
 BP 2745 Board Evaluation [

Self-Evaluation

The College meets this standard.

The Governing Board publishes its by-laws and policies pertaining to its size, duties, responsibilities, structure, and operating procedures. These are publically available on the District's web site.

Actionable Improvement Plans

None

IVB.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Description

The Governing Board for the Peralta Community College District is charged with establishing policies which govern the operation of the District. The Board has the expectation that all policies are followed properly. The Governing Board charges the Chancellor with the development and implementation of administrative procedures applicable to the Board policies. The Board Policy Manual which contains approved policies and administrative procedures, as noted previously, is posted on the District web site.

In 2011, the Governing Board converted all existing policies and procedures to the Community College League of California (CCLC) format. CCLC provides a legal service to assist Governing Boards and Districts throughout the California Community College system in maintaining updated and accurate Board policies and administrative procedures. Given the conversion to the CCLC model, no policy or procedure at this time predates 2011.

Many policies and procedures have been updated since 2011 as advised by CCLC update reports provided at least every six months. Further, given the ongoing changes by the state legislature to Education Code and resultant changes in state Title 5 Regulations, the Chancellor can recommend policy and procedural changes to implement mandates from the State even prior to any recommendation from CCLC. Administrative Procedure 2410 provides a clear description of the Policy Development Process [REF: [BP 2410 Board Policy and Administrative Procedure](#)].

All agendas, minutes, and video recordings of Governing Board meetings are located on the District web site: <http://web.peralta.edu/trustees/meetings-votelog/> . As can be seen in reviewing Board agenda, minutes, or videos of Board meetings, the Board's actions are consistent with its policies and with District administrative procedures.

Self-Evaluation

The College meets this standard.

The Governing Board regularly evaluates its policies and District procedures, revises them as necessary, and acts in a manner that is consistent with its policies and by-laws. The Governing Board is greatly assisted in this process through the services provided by the Community College League of California.

Actionable Improvement Plans

None

IVB.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Description

The Governing Board has a process for Board member development which is codified in Board Policy 2740, Board Education. New Board members (trustees) and new Board Presidents are provided with a Board orientation. Board members are encouraged to attend at least one professional conference or workshop conducted by one of the associations of community College trustees annually. Board members attend various workshops, training, and conferences provided by the California Community College Trustees (CCCT), the Community College League of California (CCLC), and the Association of Community College Trustees (ACCT) to keep current on issues and trends effecting post-secondary education. Further, the Board engages in study sessions at least annually, which are open to the public.

The current members of the Governing Board have participated in the Community College League of California's Board Governance Education Program which focuses on the following competencies: accreditation, student success, governance, fiscal responsibilities, board evaluation, ethics training, and Brown Act training [REF: [CCLC Board Governance Education Program](#)]. The Board held a study session in November 2013 to refresh their understanding of Board member duties and responsibilities [REF: [November 2013 Board Study Session](#)].

Board members are elected for four-year terms and those terms are staggered as stated in Board Policy 2100, Board Elections, which adheres to California Education Code.

Self-Evaluation

The College meets this standard.

The Governing Board provides orientation for new members. Board members attend professional conferences and workshops and belong to the appropriate professional organizations. Board members participate in training sessions provided by the Community College League of California. The Board has a policy in place that provides for continuity of Board membership and staggered terms of office.

Actionable Improvement Plans

None

IVB.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**Description**

Board Policy 2745, Board Evaluation details the annual process the Governing Board undertakes for self-evaluation. Self-evaluation is conducted annually during the months of November and December. A self-evaluation form is provided to each trustee and student trustee near the 15th of November. The Board members complete the self-evaluation form and deliver it to the Board President by the end of November. The document is used as the foundation for a formal discussion during a workshop scheduled in conjunction with the December Board meeting. The Board's self-evaluation goal is to share views, values, concerns, and priorities and recommendations among themselves. The results of the self-evaluation process are used to identify accomplishments in the past year and goals for the upcoming year.

Self-Evaluation

The College meets this standard.

The Governing Board's process for assessing its performance is clearly defined in Board Policy 2745, Board Evaluation. The policy is publically available on the District's web site on the Board of Trustees web page.

Actionable Improvement Plans

None

IVB.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Description

Board Policy 2715, Code of Ethics and Standards of Practice, details the standards of ethical conduct for Board members. This policy addresses the following: acting as a whole, managing conflicts of interest, handling special interest groups, maintaining appropriate conduct at Board meetings, maintaining confidentiality of closed sessions, exercising authority as Trustees, and handling administrative matters. Any allegations of violation of the code of ethics are to be directed to the President of the Board or the Vice President if the President's behavior is in question.

Self-Evaluation

The College meets this standard.

The Governing Board works to be collegial, collaborative, and professional. The Governing Board takes seriously their responsibility to the Colleges, the community, and the law.

Actionable Improvement Plans

None

IVB.1.i. The governing board is informed about and involved in the accreditation process.

Description

The Governing Board has been informed about and involved with the accreditation process through regular reports from the Chancellor, vice chancellors, and College Presidents. The four Peralta Colleges have been required to file numerous follow-up reports with the Accrediting Commission for Community and Junior Colleges (ACCJC) from 2010 through 2013. The follow-up reports addressed numerous District recommendations and some were specific to the Governing Board. Further, the follow-up reports required ACCJC site visits. During this time, the Governing Board reviewed follow-up reports than many other Governing Boards regarding District and College efforts to meet the Accreditation Standards. All reports required by ACCJC are placed on Board agendas for Board review and approval. The Board has been provided regular updates on strategies and processes that were used to respond to the various recommendations to ensure that the District/Colleges came into compliance with eligibility requirements, accreditation standards, and commission policies.

The Board takes the Accreditation process seriously and wants to be knowledgeable regarding all the work that is being done to meet eligibility requirements, Accreditation Standards, and Commission policies. Board members have made themselves available to meet with the various visiting teams from ACCJC. The Governing Board assumes full

responsibility for ensuring that all ACCJC recommendations are addressed in an effective and efficient manner.

The Governing Board participates in various Community College League of California (CCLC) events which also provide information and updates regarding regional accreditation and often members of the Accrediting Commission for Community and Junior Colleges (ACCJC) staff provide workshops at these events.

Self-Evaluation

The College meets this standard.

The Governing Board is well informed and appropriately involved in the accreditation process. The Governing Board is clear about the purpose and value of Accreditation and the ongoing need to meet and exceed Accreditation Standards.

In a Study Session on November 12, 2013, the Board addressed Accreditation; the minutes for this study session report the following:

Accreditation is fundamental to how we operate. Because of Accreditation Standards, our focus is on best practices when it comes to institutional integrity, teaching and learning processes, student support systems, resources, governance, etc. If we could meet those standards on a regular ongoing basis, we would have a stellar District that we would be proud of. The reputation of our District, it would be enhanced as we continue to meet our Accreditation responsibility. This next cycle is critical for us to do so. (The former President of the Board) alerted everyone to the "Guide to Accreditation for Governing Boards" publication which explains the Accreditation Standards that describe the duties and responsibilities of Governing Board members for meeting Accreditation Standards and for leading a results-oriented College.

At the July 15, 2014 Board meeting, the Chancellor provided the Board with a detailed report on current accreditation work as the Colleges were preparing their Institutional Self-Evaluations for submission to the Accrediting Commission for Community and Junior Colleges and the March 2015 site visits. The Chancellor also provided the Board with a detailed outline of tasks to be completed monthly in finalizing the Institutional Self-Evaluation reports.

Actionable Improvement Plans

None

IVB.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Description

The Governing Board has the responsibility for selecting and hiring the Chancellor of the Peralta Community College District. The process for selecting a Chancellor is detailed in Board Policy 2431, Chancellor Selection. The current Chancellor has served since July 2012. The Board conducts annual evaluations of the Chancellor in closed session. The role and responsibilities of the Chancellor are outlined in Board Policy 2430, Delegation of Authority to the Chancellor, and in the Chancellor's job description [REF: [Chancellor's Job Description](#)]. Board Policy 2435 provides for the evaluation of the Chancellor.

The Governing Board delegates full responsibility and authority to the Chancellor to implement and administer Board policies and District administrative procedures without Board interference and holds the Chancellor accountable for the operation of the District. The Governing Board has taken seriously an ACCJC recommendation requiring the Board not to micromanage the District and has charged the Chancellor with full responsibility for administering the District.

The Chancellor meets weekly with his Cabinet, currently comprised of the Vice Chancellors; the Associate Vice Chancellors; General Counsel; the Director of Public Information, Communications and Media; and the four College Presidents. At the time of the writing of this response to the Standard, the District had posted the position of Deputy Chancellor/Chief Operating Officer, who and hired will be a member of the Chancellor's Cabinet. These meetings provide the forum for addressing District strategic and educational planning with the purpose of maintaining quality educational programs and services for the community.

The selection/hiring process for College Presidents is contained in Board Policy 7123, Hiring Procedures for Regular Academic Administrators and Classified Managers.

Self-Evaluation

The College meets this standard.

Procedures are in place for the selection and evaluation of the Chancellor and the College Presidents. The Board and the Chancellor adhere to these procedures, respectively. Board members understand their role in policy making, and this commitment is clearly stated in Board policies. The Board has and upholds a policy for delegation of authority.

Actionable Improvement Plans

None

IVB.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Description

Upon the recommendation of the Chancellor, the Peralta Community College Board of Trustees appointed Dr. Eric Gravenberg, Interim President, College of Alameda, at their June 25, 2013[REF: [Board Minutes, 6-25-13](#)] meeting. Although interim, Dr. Gravenberg provides overall organizational leadership that supports the mission, vision, and values of College of Alameda and the mission of the Peralta Community College District.

Dr. Gravenberg served as Vice President of Student Services at Merritt College and has had a distinguished 38-year career in education. In addition, Dr. Gravenberg served in several senior leadership positions at major universities, both public and private. He is a seasoned administrator with a successful track record in building consensus and cultivating a cadre of leaders dedicated to educational and economic equity.

Dr. Gravenberg was formerly Vice President for Undergraduate Education at Alliant International University in San Diego; the Associate Vice President for Enrollment Management and Student Affairs at CSU, Sacramento; and Vice President with Noel Levitz, a higher education consulting firm specializing in enrollment management. In addition, Dr. Gravenberg served as the Associate Vice President for Enrollment Management at Howard University; Director of Admission at UC Riverside; Director of the Learning Center at Humboldt State University; and Statewide Director for the CSU Student Affirmative Action program.

At its regular Board meeting on July 15, 2014[REF: [Board Minutes, 7-15-14](#)] the Peralta Board of Trustees voted unanimously to extend the interim appointment of Eric V. Gravenberg as President of the College of Alameda through June 30, 2015 or until the position is filled permanently. The District began a national search for the next President of the College of Alameda and it is anticipated that the selected candidate will begin January 2015.

The College reinstated dean-level positions that had been eliminated during the early budget reductions. For example, a comparison of the College's fall 2013-2014 organizational chart with that of the fall 2014- 2015organizational chart indicates that all but two of the administrative positions that were defined as "interim" during the 2013-2014 academic year have been filled with permanent administrators [REF: [2013-14 Organizational Chart](#); [2014-2015 Organizational Chart](#)]. The Peralta Board of Trustees approved the appointment of Dr. Charlene Perlas, Dean, Workforce Development and Applied Sciences at their January 21, 2014 meeting[REF: [Board Minutes, 1-21-14](#)]; Dr. Alexis Montevirgen, Vice President, Student Services at the March 25, 2014 meeting [REF: [Board Minutes, 3-25-14](#)]; Mr.

Timothy Karas, Vice President, Instruction and Toni Cook, Dean, Special Programs and Grants at the May 13, 2014 meeting [REF: [Board Minutes, 5-13-14](#)]. On June 16, 2013 the Board approved the Chancellor's recommendation to appoint Dr. Amy H. Lee, Interim Dean, Enrollment Service. [REF: [Board Minutes, 7-16-13](#)] The Board at its June 24, 2014 meeting voted to extend Dr. Lee's contract and expects that a permanent hire will occur before the end of the fall 2014 semester.

The College previously had two instructional deans; however, given the fiscal crisis of 2009-2013, former President Jackson decided not to move forward to fill one of the Dean's positions. With an increase in federal and state grant funded CTE resources, the District in 2011 created the position, Dean, Workforce Development and Applied Sciences. The addition of Dr. Charlene Perlas to serve as Dean of Workforce Development and Applied Sciences complements the institution's purpose, and complexity as there has been a tremendous increase in Career Technical Education resources and expectations.

Under the supervision of the Vice President, Student Services, the Dean of Special Programs and Grants, was originally approved as an Interim Position September 11, 2012; and approved as a permanent position May 24, 2014. This dean supervises EOPS, CARE and CalWORKs categorical programs, mental and physical health services. This dean also provides leadership in developing the College's 2014 Equity Plan, be an intricate part of the specially funded equity and access programs; and serve as a student services link to the grant funded CTE programs.

Maurice Jones, the former Dean of Academic Pathways & Student Success resigned June 30, 2014. He requested to return to the classroom, as an English instructor. He was assigned the additional duty of Institutional Effectiveness Coordinator. The Board of Trustees appointed Myron Jordan, Interim Dean, Division 2, Academic Pathways and Student Success at their July 15, 2014 meeting. [REF: [Board Minutes, 7-15-14](#)]

In response the college presidents to have full-time associated student leadership at each college, a decision was made spring 2013 to create four full-time, 40 hour, 12 month management positions of Student Activities and Campus Life directors. As such, the Peralta Community College Board of Trustees approved the appointment of Dr. Luis Escobar to serve as the College of Alameda Director, Student Activities and Campus Life at their October 8, 2013 meeting. [REF: [Board Minutes, 10-8-13](#)]

Under the direction of the Vice President of Student Services, the Director of Student Activities & Campus Life has administrative responsibility for providing and coordinating opportunities for student leadership development. The Director works in collaboration with faculty and staff to develop a student leadership program. The Director serves as an advisor to the College student government and clubs and to encourage the development of student groups with extracurricular and co-curricular student engagement programs, e.g. student activities, special student-led conferences, and cultural event series.

In addition, the Director of Student Activities and Campus Life is responsible for developing and administering ombudsman and adult reentry services. In collaboration with the staff of Admissions and Records, the Welcome Center, Financial Aid, Special Academic Support programs, and Outreach Services, the Director coordinates in-reach, orientation activities and student engagement. The Director develops, monitors, and manages the unit's budgets, and exercises supervision over students and staff. Other responsibilities include preparation, development, monitoring and management of student government budgets.

During 2013-2014, the Program, Director of Deputy Sector Navigator Program, position was filled by an interim appointment. The Deputy Sector Navigator (DSN) Program assists economic and workforce regional development centers and consortia, community colleges, middle schools, high schools, and Regional Occupational Centers and Programs (ROCPs) to improve linkage and career technical education pathways between high schools and community College. DSN program goals include: : Increasing the readiness of middle school and high school pupils for access to postsecondary education and careers in high-need, high-growth, or emerging regional economic sectors; and Increasing student success in postsecondary education and training for careers in high-need, high-growth, or emerging regional economic sectors.

On July 15, 2014, the Board approved the appointment of Michael Goldberg as Interim Director of Workforce Systems (grant-funded position) from July 16, 2014 through June 25, 2015, or until the position is filled on a regular basis. [REF: [Board Minutes, 7-15-14](#)] Mr. Goldberg has more than 15 years of progressively-responsible experience in East Bay workforce development and education. He has been the Manager of the College of Alameda One Stop Career Center (OSCC) since 2010; and in prior roles, he served as Associate Director of Operations at The English Center, Education Coordinator at Lao Family Community Development, and an Adult Education/ESL Instructor with the Oakland Adult School. Mr. Goldberg currently serves as the OSCC representative on the Alameda County Workforce Investment Board Youth Council. Mr. Goldberg possesses a Master in Education from the University of Massachusetts, Amherst and a Bachelor of Arts in Economics from the University of California, Santa Cruz, and a California Preliminary Adult Education Teaching Credential.

Self-Evaluation

The College meets this standard.

Although interim, Dr. Gravenberg provides overall organizational leadership that supports the mission, vision, and values of College of Alameda and the mission of the Peralta Community College District.

Actionable Improvement Plans

None

IVB.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Description

To fulfill its purposes, the College is organized into three areas: (1) Student Services, (2) Instruction, and (3) Administrative Services. Student Services and Instruction are each led by Vice President of Student Services, Drs. Alexis Montevirgen and Vice President of Instruction, Timothy Kara's respectively. Business and Administrative Services is led by MaryBeth Benvenuti, Director of Business and Administrative Services. All three of these administrators report directly to the President. The President delegates to each of these leaders the responsibility for the functions within his/her area.

The Vice President of Instruction supervises the Dean of Academic Pathways and Student Success and the Dean of Workforce Development and Applied Sciences. The Dean, Workforce Development and Applied Sciences also supervise the Director, Deputy Navigation Sector Program. [REF: [Instructional Division Organizational Chart](#)] The Vice President of Student Services supervises the Dean, Enrollment Services, Dean, Special Programs and Grants, Director, Student Activities and Campus Life, and Interim Director of Workforce Systems (grant-funded position). [REF: [Student Services Division Organizational Chart](#)]

The President convenes Senior Staff meetings every Monday to ensure that all College administrators are informed and kept abreast and involved in new, developing, and ongoing College issues. An example of the Senior Staff meeting agenda is noted in the evidence section. [REF: [Sample of Senior Staff meeting agenda](#)]

The President's Cabinet (comprised of the leaders of the Academic Senate, Classified Senate, Associated Students College of Alameda, and Chair, Curriculum Committee) and the College Council are the two major College committees that adhere to AB1725's directive regarding faculty, staff and students being involved in the shared governance process. Persons serving on the 2014-2015 College Council are noted on <http://alameda.peralta.edu/College-council/membership/> and the agenda and minutes are posted on <http://alameda.peralta.edu/College-council/agendas-and-minutes/>.

The College Council continues to serve as the central planning body of the College. The meetings are now well attended and the membership understands the decision-making accountability of the body.

The April 2010 follow-up visiting team commended the College for exceeding the relevant Standards of Accreditation. The team noted that the practices put into place more than three year earlier were still in place and were being reviewed and modified to make any improvements in the process. In particular, the planning agendas for SLOs, accreditation,

planning, resource allocation, campus newsletters, and the College website were excellent and the distribution of agendas and minutes of the College Council commendable.

During the 2013-2014 academic year, College of Alameda Interim President, Dr. Gravenberg, sought to underscore the importance of communication and customer service. As such, he instituted Executive Staff meetings which included the administrative “team,” and the administrative supportive staff of classified professionals. The goal of these meetings is to insure that the importance of communication of the College’s institutional values, goals and direction is understood by all.

Self-Evaluation

The College meets this standard.

The President effectively plans, oversees, and evaluates the College’s organizational structure and planning and governance processes based on relevant data to enable him to make decisions regarding the direction and course of action for the College. The President has ultimate responsibility for decisions on planning, budgeting, selecting and developing personnel, and assessing institutional effectiveness to fulfill the College’s and District’s missions to its constituents. The President appropriately delegates responsibility to his administrative team.

Actionable Improvement Plans

None

IVB.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

Description

College of Alameda (COA) is one of four Peralta Community Colleges. The Peralta Community College District was established in 1964 with its roots in the history of public education in Oakland. The name Peralta reflects the Spanish land grant to Sergeant Luis Maria Peralta in August 1820 of Rancho San Antonio, upon which the six cities that comprise the Peralta Community College District are now located. We primarily serve the residents of Alameda, Albany, Berkeley, Emeryville, Oakland and Piedmont.

The vision of College of Alameda is that of a diverse, supportive, empowering learning community for seekers of knowledge. COA is committed to providing a creative, ethical and inclusive environment in which students develop abilities as thinkers, workers and citizens of the world. [REF: [College Mission](#)]

The College uses this vision to choreograph three central themes in our quest for “learning excellence” and services to students.

These three themes are:

- Academic Excellence
- Budgetary Competence, and
- Community Engagement

The College calls these “our ABCs” emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams! Noting the community college movement all over the world emerged out of the American focus upon “community” and “citizenship” in higher education; we draw the meaning of a community college degree as defined for us by California Education Code: Title 5. From this, what a student should be able to do with what is learned here is outlined in three general areas that define a comprehensive community college education that prepares students in terms of:

- **Foundational Knowledge and Learning** – College courses that prepare people for transfer to higher levels of education or simply to understand our place in the world and the world in and of itself
- **Critical Thinking and Applied Skills** – an overall set of life “survival” skills necessary to be a productive, employed, and effective citizen including applied learning in the areas of Career and Technical Education (CTE)
- **Personal Enrichment and Efficacy** – College courses that develop the life skill sets for pursuing well being and an enhanced quality of life

At College of Alameda, “ABCs” means we integrate our core values in all we do to help students in their efforts to realize their dreams. How are these crucial success indicators emphasized in service to our learning community?

Academic Excellence means we validate our work based on the assessment of our students’ success as defined by our Institutional Learning Outcomes. We seek to meet these goals with a commitment to innovative and integrated curriculum built upon collaborative partnerships within our organization between student services & academic instruction, seeking to create opportunities for applied learning (such as service learning, civic engagement and cross-discipline learning communities), all within in the context of a psychologically and intellectually safe environment that encourages risk-taking and celebrates our successes.

Budgetary Competence means all our services need to be offered creatively within the real-world constraints of our budget. We are all a part of this process of being responsible stewards for the resources entrusted to us by the community we serve. We strive to not bring ideas to the table without first asking how this fits within our resource limits, seeking to find

creative ways to supplement our budget. In this we also seek to find creative ways to do what we want to do within the context of our vision of success – not merely a shrunken vision of what we have always done. We also seek to serve our students with convenient and creative scheduling allowing us to offer courses that are productive, creative and experimental. We look for holistic offerings that complement our existing programs, our sister Colleges within the Peralta Community College District, and that play to the unique strengths of College of Alameda.

Community Engagement means we seek to embody a spirit of collegiality, actively working towards a student-centered philosophy that embodies a community of scholar practitioners committed to serving our students with professional and collegial competence. We aspire to hold one another accountable to clear standards of success and excellence – as defined by our Institutional Learning Outcomes – utilizing a process of evaluation and assessment, leading to improvement of College programs & services. In this we use tried and tested models of academic excellence that work! COA’s Learning Communities (Adelante, APASS, Amandla, Community Leadership and Public Service) are all examples of successful programs that exemplify our commitment to students. We focus on a holistic collaborative approach to learning; one in which learning happens both in- and out- of the classroom. We recognize our frontline staff members are no less important than our administration and our faculty cannot function without either. We actively promote and support students as equal partners in shared governance through the Associated Students of College of Alameda (ASCOA). This one team approach, comprised of students, staff and faculty, seeks to de-emphasize distinctions between the stakeholders; we are all learners, each working towards a common goal: student success!

In line with our definition of crucial student success indicators, “Learning at College of Alameda” follows the notion that an Associate’s degree from a comprehensive community college should embody, “a coherent and integrated pattern of learning experiences (to) prepare students (as) educated persons with a broad range of knowledge to evaluate and appreciate the physical environment, the culture, and the society in which they live; to be able to examine the values inherent in proposed solutions to major social problems; and to be able to participate effectively in their resolution.” Title 5 emphasizes the role of education in preparing “citizens with a broad educational foundation, to develop a populace that can participate effectively in all domains of society: civically, economically, and politically.”

Therefore, it is the mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

Following Title 5, the faculty, staff, and administration at College of Alameda strive to accomplish our mission in a more complex world with challenges unique to living in the twenty-first century. We meet these challenges offering courses in three areas of focus: career technical education, liberal arts and sciences, and personal enrichment. It is by being “comprehensive” in this way that College of Alameda offers students critical life skills and tools to live more effectively in the world.

College of Alameda supports student success by empowering students with the values, knowledge, and skills to succeed in becoming engaged global citizens. These qualities enable them to be involved in the creation of a future that is socially just, economically viable, ecologically sound, and promotes a healthy quality of life and holistic well-being.

We assess the achievement of our goals in the success of our students when they are able to apply what they learn in the classroom to the efforts needed to achieve their academic, professional, and personal aspirations! Therefore, the criteria of success by which we assess ourselves and our mission are found in our Institutional Learning Outcomes.

These meet the vision of a “comprehensive community college education” as put forward in Title 5, and are framed as the answer to a question:

As a result of their learning experiences at College of Alameda, what are students able to do out in the world?

- Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
- Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
- Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
- Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
- Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.

Finally, we offer all our services guided by the highest standards of research-based professional practice by evaluating what we do to continuously improve our educational services rooted in the findings of fact.

• ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;

One of the impacts of the 2009-2013 fiscal cutbacks was the elimination of a campus-based researcher. The Vice Chancellor, Educational Services continued to provide relevant performance data. With the passage of proposition 30, the District retained the services of an institutional researcher; however, all four of the Peralta campuses continue to underscore the importance of reinstating the capacity of campus-based research. In the absence of a dedicated position, the President relies on data that is generated by the District Office of Institutional Research. The District Institutional Research office is responsible for the analysis and delivery of data to the colleges for planning and reporting purposes. In the course of these activities, the Office of Institutional Research generates reports and statistical analyses that inform management, faculty, staff, government agencies, and the general public about Peralta’s academic programs, students, personnel, and services. The Office of

Institutional Research serves as the liaison to colleges and government agencies involved in issues of educational research.

Data from the Office of Institutional Research is provided in the following areas: Peralta Facts by topic; Peralta demographic profiles; awards and transfers; equity data; success and retention data; basic skills tracking; cohort tracking; enrollment data; and data by discipline for program reviews and annual program updates. The Office of Institutional Research also maintains a BI (Business Intelligence) Tool (interactive dashboards). The BI Tool is the reporting environment for Peralta Community College's Institutional Research Data Warehouse (IRDW), currently using the Oracle Business Intelligence Enterprise Edition (OBIEE) version 10G software. The BI Tool is a powerful ad-hoc query and analysis tool that works against a logical view of information from multiple data sources in a pure Web environment.

The District Office of Institutional Research assists in providing needed and/or required data for College needs. Annually the District Office of Institutional Research provides data for comprehensive program review and/or annual program updates. In support of the Institutional Self-Evaluation report, the District provided a College specific researcher to work with the College providing data pertinent. The researcher had a leadership role at the College Education Committee meetings and the College Accreditation steering committee meetings.

College planning is driven by the mission, vision, values, and strategic planning goals and measureable objectives. These are incorporated into comprehensive program reviews (every three years) and annual program updates (in the non-comprehensive program review years). All research data and student learning outcomes assessment data is used in compiling College-wide educational planning and resource allocation. Comprehensive program reviews and annual program updates include specific program needs resulting from the assessment of program data and student learning outcomes. The planning documents include specific requests for personnel, equipment, supplies, facilities, and professional development needs.

Annual Program Updates - (APU's) integrate and give evidence that directly supports the College's institutional goals and learning outcomes. All APU's are completed per the College's Planning and Budget Integration guidelines and are fully vetted using the College of Alameda Strategic Integrated Planning and Budget Model. The review of APU's requires a rigorous and documented process that involves all College constituencies. Resource requests are ranked and recommended for funding. Once the APU's are completed, the respective action plans are developed and finalized and budget requests associated with the action plans are compiled into a comprehensive budgetary request matrix. The Department Chairs assist with prioritizing and ranking the budget requests, ensuring a faculty-driven process. The ranked resource request matrix is submitted to the College management team for review and further refinements and is simultaneously forwarded to the Budget Committee, Academic Senate and College Council for review. The ranking or priority assigned to the requests may change by joint consultation with the reviewing bodies. Program Reviews and APUs can be found on the College website. [REF: [Instructional Program Reviews](#); [Student Services Program Reviews](#)]

The Institutional Effectiveness Committee (IEC), the assessment and evaluation committee for the College, reviews and provides input on the assessment and evaluation of Instructional SLOs, Student Services Learning Outcomes and Administrative Services Outcomes (President's Office, Office of Instruction, Student Services and Business Services) as part of its overall responsibility for institutional effectiveness.

Role of IEC in the planning process

The mission of the Institutional Effectiveness Committee (IEC) [REF: [Institutional Effectiveness Committee](#)] is to ensure that the College maintains a set of ongoing and systematic institutional processes and practices. The IEC areas of responsibility include college planning; the evaluation of programs and services; the identification and measurement of outcomes across all institutional units (including learning outcomes in instructional programs); and the use of data and assessment results to inform decision-making. All of these activities are accomplished with the purpose of improving programs and services and increasing student success and institutional quality.

Therefore, it is the College's ongoing commitment to meet or exceed all standards of accreditation. COA will continue to use the Strategic Integrated Planning & Budget Model to guarantee an open and transparent shared governance process and to make recommendations and decisions on resource allocation and action priorities. [REF: Strategic Integrated Planning & Budget Model] As previously stated, this model received full approval from all shared committees in December 2009 and was updated and approved by the College Council in 2014. College of Alameda's Strategic Integrated Planning and Budget Model is a tool that was activated and used during academic year 2009, and has consistently been used in subsequent budget cycles. . The College Strategic Integrated Planning & Budget Model corresponds with the COA Planning & Budget Integration timeline, which is updated each year.

Self-Evaluation

The College meets this standard.

Through appropriate planning and evaluation, the President guides the institutional improvement of the teaching and learning environment. At College of Alameda, the President and constituency groups share a commitment to effective dialogue working together collaboratively to set values, goals, and priorities. The College President ensures that the work of the College links educational and resources planning and that this planning is integrated with student learning outcomes assessment and comprehensive program review and annual program updates.

Actionable Improvement Plans

None

IVB.2c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Description

The President assures the implementation of statutes, regulations, and Governing Board policies and through various methods that institutional practices are consistent with the institutional mission and policies. As such, the President convenes the Administrative Managers, weekly; Senior Staff, bi-weekly; President's Cabinet, monthly; and Executive Staff as needed. In addition, the President meets monthly with the College Council where discussions of statutes, regulations, and Board policies, as well as the College mission, vision, and values occur. For example, there have been many changes in California Education Code and California Community College Title 5 regulations in keeping with the Student Success and Support Program Act of 2013. As a result, the President has factored those changes and requirements into meeting agenda items for discussion and action, as appropriate and necessary.

The President meets weekly with the Chancellor's Cabinet at District office. He attends all Governing Board meetings, and is a voting member of the Planning and Budgeting Council. These District level connections serve to ensure consistency of statutes, regulations, and Board policies between the District and the College.

Self-Evaluation

The College meets this standard.

The President assures the implementation of statutes, regulations, Governing Board policies, and District administrative procedures. In addition, the President follows institutional practices consistent with the mission, vision, and values of the College. The President and the administration consistently refer to the relevant statutes, Governing Board policies, and District administrative procedures when making important decisions at the College. Further, administrators see it as their responsibility to inform faculty and staff of Board policies, District administrative procedures, Title 5 regulations, and relevant laws regarding day-to-day operations of the College.

Actionable Improvement Plans

None

IVB.2.d. The president effectively controls budget and expenditures.

Description

The College of Alameda President effectively controls the budget and expenditures. The College regularly monitors its expenditures to ensure that the expenditures do not exceed the

site allocation. The President works within the College's participatory governance process to set the College's budget priorities.

Self-Evaluation

The College meets this standard.

The President successfully controls the integrated budget and planning process through appropriate dialogue with various constituents and the College Council. These processes assure ongoing institutional evaluation and improvement and a balanced College budget that meets the identified needs of students and the College.

Actionable Improvement Plans

None

IVB.2.e. The president works and communicates effectively with the communities served by the institution.

Description

At the beginning of each semester at College flex day, the President provides an update on key issues, topics, and information in order to keep the College community informed and up-to-date on pertinent District/College matters, as well as State and Accreditation matters. [REF: [Flex Day, Fall 2013](#); [Flex Day, Spring 2014](#)] The President also assures that communication flows from key College committees to all members of the College, in part by making committee meetings open to all constituencies and distributing agendas and minutes to the entire College community through email. Information from various District committees, such as the District Planning and Budgeting Council, is reported out at the President's Administrative and Management Meetings, as well as College Council. The President also has established Colleagues in Conversation as an additional mode of communication. He has also established drop-in hours each month.

It is the mission of the College of Alameda to engage the service communities and partners (e.g. with various industries and among non-profit and other educational organizations). The College does this to build foundations of learning upon which what is learned enables all to live with one another in a manner that builds community. It is within this context that the College added to its partnerships and initiatives by instituting

Alameda Promise Initiative - Established in 2012, the Alameda Promise Initiative is an integrated approach to student success utilizing a cohort model to assist with dedicated English classes structured in such way so students will achieve College level performance in writing. It provides placement in classes on thorough assessment and counseling support. The project also utilizes dedicated faculty and student mentors. The project then follows and supports students in their progress through the identification of classes tailored to facilitate students in their success on "self-chosen" academic pathways. Students are selected by a committee comprised of instructional faculty, counseling faculty and staff. Criteria for selection include a

student fitting into one or more of the aforementioned target groups. Each student signs a “responsibility” pledge, which stipulates attendance at Alameda Promise events and mandatory counseling sessions. Ninety percent of the students who participate will have an Educational Plan by the end of their first year. As an incentive, each student receives a laptop and free wireless access to assist with their educational studies and career preparation. Process and outcomes evaluation are data driven, and student overall academic progress is monitored by our Institutional Effectiveness Committee.

Alameda Transportation and Logistics Academic Support (ATLAS) is a dynamic partnership between the College of Alameda, The Workforce Collaborative and Oakland Adult and Career Education designed and delivers career pathways training. Curricula are designed with input from logistics industry experts and integrated with College level, adult education and non-profit resources to create a comprehensive education, training, and job placement program.

ATLAS serves:

- Students interested in entry-level jobs in logistics with career pathway opportunities.
- Current logistics employees seeking career advancement.
- Employers interested in customized training.

ATLAS is a member of the California Transportation and Logistics Initiative (CATLI), a statewide collaborative of postsecondary education institutions, workforce investment Boards, economic development agencies, and community-based organizations working to advance the logistics industry and train its workforce for the twenty-first century.

Center for Community Change and Urban Leadership supports The Violence Prevention Strategies Certificate Program, which was designed by practitioners in the field over the past decade. This program engages students from a wide range of backgrounds in community change, systems navigation, political education, and leadership development. In addition, the Center supports The Public Administration Pathway to Career Success Initiative which offers the Public Administration Certificate. The Pathway to Career Success Initiative is designed to provide an introduction to the field of Public Administration and the “calling” of public service.

Men of Color Initiative - At all levels, men of color have significant challenges that can impede their path to success. The College’s institutional data pointed to the numbers of men of color who begin but falter in the completion of their educational journey due to a myriad of factors. In COA’s focus groups, men of color are able to clearly articulate their aspirations; however, they often lack the information, exposure, preparation, and support required to reach these goals.

To ensure the overall success of African American, Latino and Asian/Pacific Island students, the College of Alameda Men of Color project provides participants with academic, emotional, cultural, and career tools to equip men with the knowledge,

skills, and abilities to become successful leaders in a global society. Participants enroll in a learning community course that concentrates on development of leadership skills by familiarizing them with their cultural legacy of achievement, encouraging them to adopt habits and practices that create the life and career attainment they desire for themselves.

Veterans Affairs - The Veteran Affairs Program has been providing educational benefits to Veterans and Veteran Dependents since the College opened in 1970. Its primary purpose is to help eligible Veterans/Veteran Dependents complete their educational goals of an associate degree, certificate of achievement, certificate of completion, and/or general education certification for transfer, while keeping in compliance with the Federal and State guidelines for their educational benefits. The College has developed a partnership with the Sentinels of Freedom Scholarship Foundation to create a Veterans Resource Center (VRC) on the College of Alameda campus. A dedicated Veterans Counselor was hired in December 2013, and the VRC is scheduled to open spring 2015. Outreach has begun to Veterans organizations and governmental agencies. Additionally, a veteran's student club has been established. As of June 2013, College of Alameda was the only Peralta College listed on the U.S. Department of Veterans Affairs, as having indicated its intent to participate in the Principles of Excellence program/initiative.

Pathway to Law School Initiative – The Community Colleges Pathway to Law School Initiative is an unprecedented effort within California higher education to enhance opportunities and advancement in the legal profession for diverse populations, particularly those who have been underrepresented. The initiative requires students to complete courses based on a defined set of “success factors” that help make effective lawyers. The transfer initiative will align criteria from these success factors with community College courses already approved in corresponding [Intersegmental General Education Transfer Curriculum](#) (IGETC) to prepare students for law school.

Learning Communities In 2009 the Instruction and Student Services leadership vowed to address the Basic Skills Initiative in an innovative way, and established the three Student Success Learning Communities: *Adelante* [Spanish to motivate “onward” movement] focused on Latino readings and learning strategies; *Amandla* [Zulu for “power”] focused on African-American readings and learning strategies; and *APASS* [Asian/Pacific American Student Success] focused on Asian-American readings and learning strategies.

These Learning Communities are designed to provide students with the necessary knowledge and self-confidence to succeed. Students take accelerated, culturally-focused English courses with a companion counseling/study skills courses. Learning communities support academic achievement, encourage cooperative learning, promote service learning and civic responsibility, and cultivate collaboration among all three learning communities.

In order to serve students effectively, the following philosophy has been adopted:

- **Opportunity:** Historically not all students thrive in a traditional educational setting. The Student Success Learning Communities are a student-driven program that addresses the academic needs, personal growth, and college preparation of students.
- **Awareness:** Faculty meet students at their current level of preparation by validating the students' life experiences through culturally-sensitive reading materials that often reflect their own life experiences.
- **Empowerment:** Students are empowered to achieve independence, increased self-confidence, and an integrated understanding of themselves within the context of the academic environment, leading to full participation in the College and in the community.

Self-Evaluation

The College meets this standard.

The President works very successfully with the communities (external) served by the College and is in regular communication with the College's constituents (internal) demonstrating a solid commitment to institutional integrity. Effective communication with College constituencies and with the community has been essential to the College, and the stability of the College, for many years. The current College President values those connections. The College President recognizes that through partnerships with the community and effective communication with various entities in the community it is possible to meet the mission, vision, and values of the College and to provide a quality education to the community the College serves.

Actionable Improvement Plans

None

IVB.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IVB.3.1. The district /system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Description

The publicly elected Board of Trustees is the Governing Board for the four Peralta Community College District Colleges. The authority of the Governing Board is delineated in California Education Code; its mandate is to provide oversight of and direction to the District. The Governing Board keeps Board policies current given that Board policies address key operational issues of a California Community College District.

The Governing Board appoints the Chancellor and delegates to the Chancellor executive responsibility for administering the policies adopted by the Governing Board. The Chancellor executes all decisions of the Governing Board requiring administrative action. The role and responsibilities of the Chancellor are delineated in Board Policy 2430 [REF: [BP 2430 Delegation of Authority to the Chancellor](#)]

At the College level, authority and responsibility for implementing policies and procedures of the Governing Board, as well as the directives from the Chancellor, rests with the College President as stated in Administrative Procedure 2430 [REF: [AP 2430 Delegation of Authority to the Chancellor's Staff](#)].

At the District-level, there are four Vice Chancellors; a General Counsel; an Executive Director of Public Information, Communication, and Media; and an Associate Vice Chancellor/Special Assistant to the Chancellor who report directly to the Chancellor. The four College Presidents also report directly to the Chancellor. At the time of the writing of this report, the District had posted the position of Deputy Chancellor and Chief Operating Officer. Once this position is filled there will be a change in the District office organizational structure. The Vice Chancellor of General Services, the Vice Chancellor of Human Resources and Employee Relations, the Office of Finance and Administration, and the Associate Vice Chancellor for Informational Technology will report to the Deputy Chancellor and Chief Operating Officer. The Deputy Chancellor, the Vice Chancellor of Educational Services; General Counsel; the Executive Director of Public Information, Communication, and Media; and the Associate Vice Chancellor/Special Assistant to the Chancellor will report directly to the Chancellor. The roles and responsibilities of these administrators are delineated in job descriptions which are housed in the District Office of Human Resources [REF: [District Office of Human Resources](#)]. General statements of

responsibilities of the Vice Chancellors are also included in District Administrative Procedure 2430 (cited above).

At the District-level, the Chancellor has a Chancellor's Cabinet which is comprised of all District administrators noted above, all associate vice chancellors, and the four College Presidents. The Chancellor's Cabinet meets weekly at the District office in an effort to set and communicate expectations of educational excellence and integrity throughout the District and to assure ongoing support for the effective operation of the Colleges. Thus the Chancellor through this administrative team ensures a clear delineation of the role of the District office administrators versus the College Presidents, as well as accountability for planning and decision making.

Also, at the District-level there is a participatory governance process for Planning and Budgeting Integration comprised of four District committees which are key to planning, decision making, and collaboration between the District service centers and the Colleges [REF: [Planning and Budget Integration](#)]. These four committees which meet monthly are the District Facilities Committee, the District Technology Committee, the District Education Committee, and the District Planning and Budgeting Council. Each committee has a specific charge with the purpose of setting standards for educational excellence throughout the District and bringing College constituency representatives and District administrators together in an effort to address District operations and District-wide planning.

At the beginning of each academic year the four District committees, at the direction of the Chancellor, come together at a summit to review the annual budget and to finalize annual institutional goals and measureable objectives in alignment with the goals of the District Strategic Plan. The Summit also is an opportunity for the four District committees to begin their committee process for the academic year, which is essential to District-wide planning, by setting annual committee objectives in keeping with the District-level institutional goals and measureable objectives in keeping with the District Strategic Planning Goals [REF: [2014-2015 Strategic Goals and Institutional Outcomes](#)]. All recommendations throughout the academic year from the three subject matter committees (Technology, Facilities, and Education) are forwarded to the Planning and Budgeting Council (PBC) for review and approval. The PBC forwards recommendations to the Chancellor for review and action. At the end of each academic year, all committee members are requested to assist in evaluating the Planning and Budgeting Integration Model committee process in an effort to continuously improve the District planning and budget integration process [REF: [District Surveys](#)]. All agendas, minutes, and meeting documents are posted on a public District web site. The meetings of the four District committees are open to the public.

Self-Evaluation

The College meets this standard.

The Chancellor is clear as to his role and responsibilities as the chief executive officer/chief administrative officer of the Peralta Community College District. The Chancellor is also clear as to the role of the College President as chief executive officer/chief administrative officer of the College. The Chancellor has determined the need for a Deputy Chancellor and

Chief Operating Officer to provide oversight of the day-to-day operations of the District administrative center services. At the time this report was being written, the position was posted for hire.

The four College Presidents, through the Chancellor's Cabinet, collaborate weekly with the Chancellor and District administrators on integrated strategic and educational planning, the budget, and other matters affecting the Colleges and District. The College Presidents are given wide latitude in managing College planning, the College budget, and decision making regarding expenditures for instructional programs and student support services that address the mission of the individual Colleges. The College constituencies also come together with key District administrators and staff at the four Planning and Budgeting Integration Model committees in an effort to foster District-wide dialogue, set District-wide goals, priorities, and measurable objectives, and to assure transparency in decision making – and ultimately to ensure student success.

Actionable Improvement Plans

None

IVB.3.b. The district/system provides effective services that support the colleges in their missions and functions.

Description

The District office's primary purpose is to provide centralized operational and logistical support to the four Colleges. Under the leadership of the Chancellor, the District office provides key support services to the Colleges. The main services involve instructional and student services support, including institutional research, specific admissions and records centralized functions, District-wide grant and special programs support, international students services, specific financial aid services that are centralized, human resources and employee relations, business and financial services, legal services, public relations and marketing, facilities planning and construction, facilities and grounds maintenance, purchasing, information technology, and community and governmental relations. These centralized services support the Colleges in their missions and functions, and assist the Colleges to meet Accreditation eligibility requirements, Accreditation Standards, and Commission policies.

The District office offers District-wide coordination and support of educational services through the Vice Chancellor of Educational Services in conjunction with the Associate Vice Chancellor of Student Services and Registrar, the Director of International Education, the Director of Workforce and Economic Development, and the Director of Institutional Research. Educational Services is responsible for coordinating District-wide educational planning, filing reports to the Governing Board, and compiling and filing required reports to the California Community Colleges Chancellor's Office.

Also under the purview of the Office of Educational Services are curriculum and instruction, student services policies and procedures, Tech Prep, grants, financial aid coordination, a

faculty diversity internship program, staff development, and tenure review processes. Educational Services oversees the general management of CurricUNET for curriculum management; SARS for use by counseling services at all four Colleges, which through integration with PeopleSoft provides the MIS data for the Student Success and Support Program; and provides TaskStream as a systematic means of recording student learning outcomes and maintaining assessment data and reports. Currently Educational Services is leading a review of CurricUNET META to determine whether to move to this upgraded system to house curriculum (course outlines and program requirements), program review, and student learning outcomes and assessment data in one centralized system. [REF: [Educational Services](#)]

The Chief Financial Officer and the Finance Department provide centralized services for budget and finance, accounts payable, payroll, and, purchasing [REF: [Business Services](#)]. In addition to the Chief Financial Officer, the department includes an Internal Auditor, Payroll Manager, Budget Director, Purchasing Compliance Manager, and Director of Fiscal Services. The Vice Chancellor of General Services and the department provide facility and property services, as well as facilities maintenance and operations, capital outlay, design and construction, facilities planning and development management, mailroom/duplication, and police services [REF: [General Services](#)]. In addition to the Vice Chancellor of General Services, the department includes a Director of Facilities and Operations, Director of Capital Projects, Moving Manager, Facilities Planning and Development Manager, Project Design Manager, and an Energy & Environmental Sustainability Manager.

The Vice Chancellor of Human Resources and Employee Relations and the department staff provide the full gamut of human resources services and are responsible for all aspects of employee relations [REF: [Human Resources and Employee Relations](#)]. In addition to the Vice Chancellor of Human Resources and Employee Relations, the department includes a Director of Human Resources, Director of Employee Relations & Diversity Programs, and a Benefits Manager.

The Associate Vice Chancellor of Information Technology and staff oversee all District-wide technology services and District-level technology planning [REF: [Information Technology](#)]. District IT staff support the District-wide enterprise management system, the network infrastructure, telecommunications system, computers, and servers. In addition to the Associate Vice Chancellor of Information Technology, the department includes a Director of Enterprise Services and a Director of Technology Services.

As noted before there are four participatory governance committees at the District-level. The Vice Chancellor of Educational Services co-chairs the District Education Committee. The Vice Chancellor of General Services co-chairs the District Facilities Committee. The Associate Vice Chancellor of Information Technology co-chairs the District Technology Committee. The Chief Financial Officer co-chairs the District Planning and Budgeting Council. The other co-chair for each of these four committees is a faculty member who is elected annually. There is also a classified staff member who serves as co-chair of the District Technology Committee. These four committees, which comprise the Planning and Budgeting Integration process, provide a strong connection between District services and the

Colleges and thus provide an additional way to ensure effective services that support the Colleges in their missions and functions.

Self-Evaluation

The College meets this standard.

The District provides effective services that support the Colleges in their mission and functions. The Chancellor's Cabinet provides weekly opportunity for dialogue among the Chancellor, the College Presidents, and key District administrators which enhances communication in the delivery of effective centralized services to support the Colleges in their mission and functions. The four District-wide Planning and Budget Integration Model Committees, which provide for a participatory governance framework, also provide a means for the Colleges and District office staff to address effective services to support the Colleges in their mission and functions and to ensure focus on students and student success.

Actionable Improvement Plans

None

IVB.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Description

The District provides fair distribution of resources through a budget/resource allocation model. The budget allocation model provides a specific method of unrestricted general fund allocation in keeping with California SB 361. The current resource allocation model was implemented July 2011. {REF: [Budget Allocation Model Handbook, 2014](#)}

In establishing the new funding model, various allocation models in other multi-College Districts were explored. For the purpose of transparency and fairness, the Peralta Community College District decided to utilize the SB 361 legislation formula in allocating apportionment resources to the Colleges. The goal was to provide the Colleges with what they earn from the State. This model includes three fundamental revenue drivers:

- base allocation,
- credit FTES, and
- non-credit FTES.

The base revenue allocation takes into consideration the economies of scale and size of the Colleges. Apportionment funding from the SB 361 formula represents more than 70% of the District's unrestricted revenue. The shift to utilization of an SB 361 model has defined limits on the majority of resources and expenditures and has encouraged fiscal accountability at all levels.

The District applied guiding principles in the development of the budget allocation model. The model needed to be simple, easy to understand, and consistent with the State's SB 361 model. The Budget Allocation Model needed to provide financial stability, a reserve in accordance with PCCD Board policy and State regulations, and clear accountability. The

model also needed to allow for periodic review and revision, utilize conservative revenue projections, maintain autonomous decision making at the College level, provide some centralized services at the District office, and be responsive to the District's and Colleges' planning processes.

The District's annual general fund allocation from the State per SB 361 is an annual base allocation, credit base revenue, and non-credit base revenue. To provide stability and aid in multi-year planning, a three-year funded credit and non-credit FTES average is used to determine credit and non-credit base revenue per College. This is intended to assist in mitigating significant swings/shifts in credit and non-credit FTES per College and associated resources. Also included in District funding are the unrestricted lottery, apprenticeship, and Measure B Parcel Tax funds. There also are allocation provisions for distributing new resources, regulatory compliance (such as the Faculty Obligation Number), growth, non-resident enrollment fees, other new resources, prior-year carry over, and multi-year IT expenditure planning. Refer to the Budget Allocation Model document for full and up-to-date information regarding the distribution of resources District-wide (cited above). In creating this allocation model, it was noted that guidelines, procedures, and responsibilities be clear with regard to District compliance with law and regulation as it relates to:

- the 50% law,
- full-time/part-time faculty requirements,
- attendance counting,
- audit requirements,
- fiscal and accounting standards,
- procurement and contract law,
- employment relations and collective bargaining, and
- Payroll processing and related reporting requirements.

The model is to be reviewed at regular three-year intervals with the procedures to determine what adjustments, if any, are necessary. The goal is to keep the model up-to-date and responsive to the changing community college system landscape.

The model provides transparency to the Colleges for the integration of planning with available funding/resources. The transparency of available funding, along with educational planning, allows the Colleges to ensure effective College operations to meet the needs of students and to ensure continuous quality improvement. This transparency also provides the College with the needed data to assist in seeking appropriate grant funding in order to provide services over and above the minimum requirement.

Self-Evaluation

The College meets this standard.

The allocation model is responsive to the College needs. Although resources are finite and community needs are great, the resources are allocated to address those needs as effectively as possible and in a manner that supports student success, student outcomes, and the missions of the Colleges and the District.

Actionable Improvement Plans

None

IVB.3.d.The district/system effectively controls its expenditures.**Description**

The Peralta Community College District effectively controls its expenditures. As a public educational institution, the District uses governmental accounting procedures with emphasis on the use of resources to attain the institutions objectives and to meet its mission. Systematic and procedural controls approval process for all transactions at the District and College levels [REF: [Purchasing procedures and Accounts Payable procedures](#)] help to prevent overspending and reinforce accountability from budget managers. A specific account code structure for each source of funds allows tracking to an account for revenue and expenditures [REF: [Object Codes Guidelines](#)]. In addition Board Policies and District Administrative Procedures are in place which are linked with this accreditation standard for effective controls on expenditures: BP 6200: Budget Preparation [REF: [BP 6200](#)], BP 6300: Fiscal Management and Accounting [REF: [BP 6300](#)], AP 6200: Budget Management [REF: [AP 6200](#)], and AP 6300: General Accounting [REF: [AP 6300](#)].

The Chancellor has overall responsibility for the management of the District's budget. The Chief Financial Officer is responsible for the general management of the total budget, budget controls, and the accounting programs of the District. The Presidents of each of the four Colleges are responsible for operating each College within the parameters of the College budget. College administrative responsibilities include adherence to guidelines established by District administrative services, compliance with deadlines, and adherence to generally accepted accounting principles [REF: [Budget Book, 2014-15](#)].

The District has both systematic controls through the PeopleSoft enterprise management system, as well as procedural controls on spending. All funds are tracked to account for revenue and expenditures. For the last several years the District has had a positive ending balance. The District also has an internal auditor who also has responsibility for procedural controls to ensure that the District effectively controls its expenditures [REF: [Internal Auditor job description](#)]. The District, as required, has an annual external audit [REF: [Annual Financial Audit Reports](#)] conducted and presented at the District Planning and Budgeting Council, the Chancellor's Cabinet, and at the Governing Board. Any audit findings are placed into a Corrective Action Matrix, which assigns responsibility to individuals for correcting the finding and providing a method to resolve the finding.

Self-Evaluation

The College meets this standard.

Systematic and procedural controls at the District and the College levels help produce reasonable and balanced budgets, prevent overspending, and reinforce accountability from budget managers.

The College of Alameda Business Officer and College administration under the leadership of the College President closely monitor the College budget and College expenditures.

Actionable Improvement Plans

None

IVB.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Description

The College President's responsibility for implementation and administration of Board policies and District administrative procedures is stated in Administrative Procedure 2430 [REF: [AP 2430 Delegation of Authority to the Chancellor's Staff](#)]. Each College President "administers compliance of all their assigned College personnel with all Board Policies and Administrative Procedures. The Presidents shall provide leadership to their campus community shared governance process in a systematic annual review of Board of Trustees Policies, District Administrative Procedures, and College operating procedures with the expectation that recommendations for improvements will be made."

The Chancellor gives the College Presidents this authority and holds the Presidents accountable for the operation of the Colleges through an annual performance evaluation process.

As noted before, the Chancellor meets weekly with the Chancellor's Cabinet to discuss concerns related to the individual Colleges, the District office, or issues that may be of concern District-wide. The Chancellor's Cabinet also discusses institutional planning and resource allocation as needed. The Presidents also meet individually with the Chancellor to provide updates regarding College operations and initiatives. Further, the Presidents attend meetings of the Governing Board and provide reports on College initiatives, programs, and other pertinent issues.

Self-Evaluation

The College meets this standard.

The College of Alameda Interim President confirms that the Chancellor gives him full responsibility and authority to implement and administer delegated District policies and District administrative procedures without the Chancellor's interference and holds him accountable for the operation of the College.

Actionable Improvement Plans

None

IVB.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Description

The Chancellor, as chief executive officer of the District, is the liaison between the Colleges and the Governing Board. The Chancellor, on behalf of the Colleges, submits to the Governing Board all matters that the Board should consider. When College items are brought to the Board for action, appropriate College personnel are in attendance at the meeting to answer any questions the Governing Board might have. The four College Presidents attend Governing Board meetings and each provides a written report on College initiatives and programs. The four Vice Chancellors also attend Governing Board meetings and provide needed reports for Board review. The District Academic Senate President provides a report at each Governing Board meeting to keep the Board up-to-date on academic and professional matters from an academic senate perspective. The Governing Board includes two student trustees who voice concerns and interests of District students at Board meetings. Further, the four student body Presidents are provided the opportunity at every Governing Board meeting to provide an update on student activities at their individual Colleges.

In accordance with the Brown Act, Governing Board meeting agendas are sent to the entire District electronically. The agenda is also posted online and pertinent backup documents are included. The agenda is also posted just outside the front doors of the District office and just inside the front doors. Board meeting minutes are posted on the District web site. Videos of Governing Board meeting are posted online through Granicus.

As noted before, there is a Chancellor's Cabinet which consists of the four College Presidents and the Vice Chancellors and Associate Vice Chancellors. It also will include the Deputy Chancellor once hired. The Cabinet meets weekly and provides a means by which the Colleges and District office can engage in dialogue about various College and District issues, needs, and priorities.

The District participatory governance Planning and Budgeting Integration Model Committees (Education, Technology, Facilities, and Planning and Budgeting Council) each meet monthly and provide an opportunity for College constituencies and appropriate District administrators and staff to communicate and dialogue on issues pertinent to each committee. At the beginning of each year an opening off-site summit is held wherein the Chancellor provides the membership of the District committees an update on District and state issues that need to be factored into the work of the District in the coming year.

At the beginning of each semester there is a District flex day/staff development day held where the Chancellor provides a briefing on important issues and topics facing the District. Those who typically attend flex day are faculty and administrators.

Self-Evaluation

The College meets this standard.

The District has a clearly defined and effective role as a liaison between the Colleges and the Governing Board. The District and the Colleges use effective methods of communication in a timely manner to relay information and engage in dialogue which is pertinent to District-wide issues and Governing Board action items. The availability of information posted on the District web site regarding upcoming Board meeting schedules, agendas, and searchable minutes from prior meetings is an efficient way to communicate information. This information is available to all faculty, administrators, staff, students, and the community. Keeping stakeholders fully informed about Board/College communications is an important part of the organization's institutional integrity.

Actionable Improvement Plans

None

IVB.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Description

The District has various governance and decision-making structures in place which assist the Colleges in meeting their educational goals. The most recently developed and most critical to linking the work of the District services centers and the Colleges is the Planning and Budgeting Integration Model. The Planning and Budget Integration Model (PBIM) is comprised of four committees: District Technology Committee, District Facilities Committee, District Education Committee and the District Planning and Budgeting Council. Some of these committees have subcommittees, for example the District Education Committees has a Student Success and Support Program subcommittee [REF: [Student Success and Support Program Subcommittee](#)] and a Career and Technical Education subcommittee [REF: [Career and Technical Education Subcommittee](#)].

Through the PBIM committees (each committee meets monthly) there is an ongoing evaluation of the District's role in decision-making structures and processes and their effectiveness in assisting the Colleges in meeting their educational goals. Committee agenda items focus on how the District can best serve the Colleges in meeting their educational goals. This structure annually reviews College resource needs (personnel, technology, facilities); budget allocation; technology planning; and facilities planning, including the use of Measure A and Measure E funds [REF: [Measure A and E Status Reports](#) ; [Measure A Overview](#)].

A District Student Success and Support (SSS) Program subcommittee which brings together representatives of the four Colleges to focus on the implementation of the SSS Program, determines ways to effectively address program requirements, and to effectively serve students at each of the Colleges. There is value in the four Colleges coming together to share ideas, perspectives, and how they are moving forward. The SSS Program is a part of each College's educational goals.

The Career and Technical Education (CTE) subcommittee represents CTE instructors, administrators, and students throughout the Peralta District. The mission and goal is to enrich the community through providing well-trained, self-directed workers with rewarding careers and develop well-educated lifelong-learners with fulfilled educational goals. This subcommittee analyzes community workforce needs, provides leadership in developing institutional systems and programs to meet those needs, and promoting quality CTE program practices at the four Colleges. This subcommittee advises the Peralta District Planning and Budgeting Integration Model Committees on CTE budget needs, technology needs, laboratory and classroom furniture, facilities, equipment and maintenance needs. This subcommittee is focused on aiding each of the Colleges in meeting their CTE educational goals. This subcommittee is strongly supported by the CTE faculty at each of the four Colleges.

At the beginning of each academic year, the Planning and Budgeting Integration Model Committees, a participatory governance process, come together for a formal summit. The Chancellor reviews all the key issues and topics that have to be addressed District-wide and addresses the District strategic goals and the annual setting of District-wide measureable objectives. Each committee sets its own annual goals in keeping with the strategic planning goals and the District-wide measureable objectives set for that academic year. The membership of these four committees is comprised of key District administrators and College personnel and the four committees serve to address the appropriate roles of the Colleges and the District service centers.

The PBI meetings are open to all who wish to attend. Monthly agendas, meeting minutes, and documents are posted on a District website. All approved motions from these committees are forwarded to the Chancellor for action. The Chancellor, as appropriate, involves the Chancellor's Cabinet in the final decision making process.

At the end of each academic year, an evaluation survey is forwarded to all PBI committee members for input and comment. The survey data results are provided at the annual Summit for action and improvement of the structure and process. The survey and survey results are posted to a District Planning and Budgeting Integration web site [REF: [District Service Centers Survey](#)].

During weekly Chancellor's Cabinet meetings, the Chancellor and District service centers administrators and the four College Presidents engage in dialogue focused on the interrelationship between the Colleges and District office and the need to assure integrity and effectiveness in their partnership aimed at assisting the Colleges in meeting educational goals and ensuring student success.

In addition to the Planning and Budgeting Integration Model Committees (Technology, Facilities, Education, and Planning and Budgeting Council) and subcommittees (Student Success and Support Program and Career Technical Education), and the Chancellor's Cabinet, the District-wide Vice Presidents/Deans group, chaired by the Vice Chancellor of Educational Services, meets monthly to provide a forum for the Vice Presidents and Deans of the four Peralta Colleges to discuss, coordinate, and resolve administrative issues from a

District-wide perspective and to develop effective administrative strategies for implementing District initiatives and policies. Examples of topics discussed by the VPs/Deans: SSSP, CTE, student services, online education, grant administration, enrollment management, curriculum, state initiatives, accreditation, and District service centers. The overall purpose is to assist the Colleges in meeting their educational goals. Materials for this group are maintained in a DropBox folder.

In December 2013, a Customer Satisfaction Survey regarding District Service Centers was sent to all District employees. The purpose of the survey was to seek individual opinions about experiences employees have had with each of the District service centers. Two hundred eighty four Peralta employees responded to the survey. The service centers reviewed in the survey included: Admission and Records, Benefits and Medical services, Business Services, Chancellor's Office, Educational Services, General Counsel, General Services, Health Services, Human Resources, Information Technology, Payroll, the Peralta Foundation, Public Information, Purchasing, Risk Management, and Student Services. An important part of the survey was the written comments sections since those who completed the survey provided detail for each service center to review and respond to. Survey results were posted to a District website. In general, the responses were positive and provided good suggestions for improvement [REF: [Customer Satisfaction Survey, fall 2013](#)].

As part of the Institutional Self-Evaluation process, the District service centers and Colleges worked collaboratively to address the Function Map, which is provided at the beginning of this report. This process provided another opportunity to delineate, outline, and review District, College, and shared District/College responsibilities related to accreditation standards and the day-to-day operations of the District and College services aimed at student success.

Self-Evaluation

The College meets this standard.

The District service centers and the four Colleges engage in ongoing evaluation of role delineation and governance and decision-making structures as delineated above in order to assist the Colleges in meeting their educational goals. The establishment of the Planning and Budgeting Integration Modal committees has been important to effective dialogue and transparency between the District and the Colleges and has provided a means for ongoing improvement in order to assist the Colleges in meeting their educational goals. During spring 2014, the Planning and Budgeting Integration Model went through a review process and revisions were made which were implemented in fall 2014. There were four primary areas of improvement:

1. Revision of the composition of all committees;
2. Enhancement of existing definitions of roles and overall processes;
3. Addition of planning related actions that would ensure accountability (i.e., annual committee goal setting and annual assessment of those goals); and
4. Alignment with the Peralta Community College District Strategic Goals and Institutional Objectives.

The Chancellor's Cabinet is also a key means of addressing decision-making structures and the ongoing need for face-to-face dialogue among key District-wide administrators in order to provide an effective forum to address planning and resource needs of the Colleges as they work to achieve their strategic goals and to meet their measureable educational objectives in order to achieve students' success.

The Vice Presidents/Deans group also is essential to effective District-wide dialogue. It is of value for the administrative leaders to meet regularly to ensure educational quality throughout the District and to ensure that the Colleges meet their educational goals and the mission of each College.

In addition to the various strategies noted above, the District has a District Academic Senate, a District Classified Senate, and a Peralta Student Council which work to address the work of the District and Colleges and the need to work collaboratively across the District in order to address continuous quality improvement in meeting the mission of the Colleges and the District.

Actionable Improvement Plans

None

List of Evidence (in alphabetical order)

[2013-14 Organizational Chart](#)

[2014-2015 Organizational Chart](#)

[2014-2015 Strategic Goals and Institutional Outcomes](#)

[Annual Financial Audit documents](#)

[Annual Financial Audit Reports](#)

[AP 2345 Public Participation at Board Meetings](#)

[AP 2430 Delegation of Authority to the Chancellor's Staff](#)

[AP 2710 Conflict of Interest Disclosure](#)

[AP 2712 Conflict of Interest Code](#)

[AP 4210 Student Learning Outcomes](#)

[AP 6200](#)

[AP 6300](#)

[AP 7123 Hiring Procedures for Regular Academic Administrators and Classified Administrators](#)

[AP 7126 Management Performance Evaluations](#)

[Board agendas, minutes, and documents](#)

[Board Minutes, 1-21-14](#)

[Board Minutes, 10-8-13](#)

[Board Minutes, 3-25-14](#)

[Board Minutes, 5-13-14](#)

[Board Minutes, 6-24-14](#)
[Board Minutes, 6-25-13](#)
[Board Minutes, 7-15-14](#)
[Board Minutes, 7-16-13](#)
[Board Policies and District Administrative Procedures Manual](#)
[BP 1200 Mission](#)
[BP 2010 Board Membership](#)
[BP 2015 Student Board Members](#)
[BP 2100 Board Elections](#)
[BP 2200 Board Duties and Responsibilities](#)
[BP 2210 Officers](#)
[BP 2220 Committee of the Whole](#)
[BP 2310 Regular Meetings of the Board](#)
[BP 2315 Closed Sessions](#)
[BP 2330 Quorum and Voting](#)
[BP 2340 Agenda Development and Posting](#)
[BP 2345 Public Participation at Board Meetings](#)
[BP 2360 Minutes and Recording](#)
[BP 2410 Board Policy and Administrative Procedure](#)
[BP 2430 Delegation of Authority to the Chancellor](#)
[BP 2431 Chancellor Selection](#)
[BP 2435 Evaluation of the Chancellor](#)
[BP 2510 Participation in Local Decision Making](#)
[BP 2710 Conflict of Interest Disclosure](#)
[BP 2715 Code of Ethics and Standards of Practice](#)
[BP 2740 Board Education](#)
[BP 2745 Board Evaluation](#)
[BP 4210 Student Learning Outcomes](#)
[BP 6200](#)
[BP 6300](#)
[Budget Allocation Model Handbook, 2014](#)
[Business Services](#)
[California Form 700](#)
[Career and Technical Education Subcommittee](#)
[CCLC Board Governance Education Program](#)
[Chancellor's Job Description](#)
[College Mission](#)
[Customer Satisfaction Survey, fall 2013](#)
[District Educational Services](#)
[District Office of Human Resources](#)
[District Service Centers Survey](#)
[District Surveys](#)

[District-wide Strategic Plan](#)
[Flex Day, Fall 2013](#)
[Flex Day, Spring 2014](#)
[GASB 45 – Peralta Retirement Board](#)
[General Services](#)
[Human Resources and Employee Relations](#)
[Information Technology](#)
[Institutional Effectiveness Committee](#)
[Instructional Division Organizational Chart](#)
[Instructional Program Reviews](#)
[Internal Auditor job description](#)
[Measure A and E Status Reports](#)
[Measure A Overview](#)
[Measure B language](#)
[November 2013 Board Study Session](#)
[Object Codes Guidelines](#)
[Peralta Accountability for Student Success Program](#)
[Planning and Budget Integration](#)
[Purchasing procedures and Accounts Payable procedures](#)
[Retirement Board](#)
[Sample of Senior Staff meeting agenda](#)
[Student Services Division Organizational Chart](#)
[Student Services Program Reviews](#)
[Student Success and Support Program Subcommittee](#)

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