COLLEGE OF ALAMEDA

Focused Midterm Report

December 1, 2001
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Focused Midterm Report

Submitted By

College of Alameda
555 Atlantic Avenue
Alameda, California 94501

To
Accrediting Commission For Community and Junior Colleges
Western Association of Schools and Colleges

December 1, 2001
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Statement of Report Preparation

College of Alameda and the other three colleges in the Peralta Community College District are scheduled for individual, but simultaneous, comprehensive evaluation visits for reaffirmation of accreditation in February or March of 2003. This new process, whereby colleges in multi-college districts are on the same accreditation schedule, necessitated that College of Alameda prepare and submit the required Focused Midterm Report that is filed in the third year after each comprehensive visit and initiate an accelerated Self Study timeline for the upcoming comprehensive visit during the same period in Fall 2001.

The college has also experienced several changes in its administrative leadership at the president’s level, senior administrative level, and dean’s level during the past year, which may have contributed to a shortened timeline for the completion of the Midterm Report typically due on November 1 of the third year of the accreditation cycle. In spite of these challenges, the college’s faculty, administration, and staff completed a Focused Midterm Report, as requested by the Commission, with diverse constituent participation aligned to the college’s governance structure, and met the timelines required for the District’s Governing Board approval.

The Accreditation Liaison Officer chaired the effort of eight lead facilitators including administrators and faculty in the preparation of the Focused Midterm Report. Lead facilitators fanned out to the broader college community to seek appropriate information from college constituencies, particularly those noted in the areas of responsibility for the planning agenda items, reviewed previous reports and committee meeting minutes, and obtained information from District resources as needed.

The Focused Midterm Report Committee provided input resulting in a draft report with responses to the recommendations and a lengthy, detailed 61-page summary of progress on the college-identified items from the 1999 Self Study Report. This detailed report will be useful to individual units of the college in their regularly scheduled planning activities, and particularly will be beneficial to the current Standard Committees involved in the accelerated Self Study process scheduled for completion in Fall 2002.

Initially, the detailed report on progress of the college-identified planning agenda items was to serve as a foundation for summarizing progress under the six major planning goals identified in the 1999 Self Study. However, following further consideration, a decision was made to include the detailed summary of progress on college-identified items as an addendum to the final Focused Midterm Report. Therefore, the final report is divided into four sections: 1) Focused Midterm Report including progress toward the three major recommendations and other team recommendations; 2) Summary of progress of college-identified planning agenda items under six major goal statements; 3) Appendices; and 4) Addendum—Detailed Summary of Progress on college-identified Issues as Expressed in the Planning Agenda Items of the 1999 Self Study.

The first draft of the report was distributed to lead facilitators to validate the accuracy of information. This draft was also disseminated to College of Alameda’s College Council (shared governance/planning committee) for a first reading. The members of the College Council were asked to review the draft report and to share it with their representative constituents for comments or suggestions. The draft report was then forwarded to the Chancellor and Peralta District’s Board of Trustees for initial review and consideration.

The final Focused Midterm Report was submitted to the College Council for final review and approval. The report was then presented to the Peralta Board of Trustees for approval and distribution to the Accrediting Commission for Community and Junior Colleges by December 1, 2001.
COLLEGE OF ALAMEDA

CERTIFICATION OF THE ACCREDITATION FOCUSED MIDTERM REPORT

Date: December 1, 2001

TO: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

FROM: College of Alameda
555 Atlantic Avenue
Alameda, California 94501

The Focused Midterm Report is required after the third year of the March 16-18, 1999 comprehensive evaluation visit at College of Alameda.

We certify that the Focused Midterm Report is an accurate reflection of the institution’s progress toward recommendations addressed in the Interim Report, the evaluation team’s recommendations, and college-identified concerns as expressed in the 1999 Self Study.

Signed

Ronald J. Temple, Ph.D.

Chancellor

Alona Clifton

President, Board of Trustees

Juan A. Vazquez

President, College of Alameda

Bob Grill

President, Academic Senate

Helena Lengel

President, Classified Council

Brennen Jones

President, Associated Students

Mary K. Holland, Ed.D

Steering Committee Chairperson

Audrey P. Trotter, Ph.D.

Accreditation Liaison Officer
College of Alameda  
Focused Midterm Report To  
Accrediting Commission For Community and Junior Colleges  
December 1, 2001

Introduction

The Comprehensive Evaluation Team Visit conducted on March 16-19, 1999 resulted in three major recommendations and a Commission action requiring an Interim Report Visit. The college submitted an Interim Report on March 15, 2000, and an Interim Report Site Visit was conducted May 1, 2000, to document progress on each of the three major recommendations.

The Interim Report submitted by the college was accepted at the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges. The Commission noted considerable progress on each of the three recommendations with the requirement that the college complete a Focused Midterm Report.

The Focused Midterm Report gives special attention to the three major recommendations indicating progress made and forecasting where the college expects to be by the time of the next scheduled Comprehensive Evaluation Visit in February or March of 2003. In addition, the college’s Focused Midterm Report indicates progress towards other evaluation team recommendations made during the March 1999 Comprehensive Visit, and provides a Summary of Progress on college-identified concerns (standard planning agenda items) as expressed in the 1999 Institutional Self Study.

Progress Toward Meeting the Three Major Recommendations Addressed in the March 2000 Interim Report

Recommendation
1. The team recommends that the college establish a regular system of program review which assesses student outcome measures and integrates with and informs the institutional planning process.  
(Standards 3, 4D.1, 5.10, 6.7)

One of the Peralta Community College District’s primary goals is to “Assess the quality of the existing instructional programs and recommend programs for continuation, improvement and enhancement or phase out if no longer viable or appropriate.” In the Fall of 1999, a collegial consultation process led by the District’s Vice Chancellor for Educational Services and including the District Academic Senate, college Senates, Presidents, Deans, and the Council on Instruction, Planning, and Development (CIPD) resulted in the adoption of district-wide, systematic guidelines and schedules for conducting program review. A copy of the 1999-2000 Peralta Community College District’s Program Review Manual was attached to the March 2000 Accreditation Interim Report.
The four-stage Instructional Program Review process facilitates "...the collection, analysis and interpretation of data concerning a program and its curriculum...assessment of effectiveness...and recommendations for improvement." More importantly, District Officers, college faculty, and administration agreed that the program review guidelines represented a "living" document to be refined as needed.

Immediately following the "beta" test of the new program review guidelines in the Spring 2000, the District’s Director of Institutional Research led a group representative of instructional deans, individual faculty, and a faculty focus group to evaluate processes and to recommend procedural changes. Those recommendations resulted in a revised Program Review Manual for 2000-2001. Those Instructional Program Review guidelines also served as an initial framework for the development of appropriate guidelines and procedures for conducting Student Services Program Review (See Appendix A). The first Student Services Program Review was initially scheduled to begin in Fall of 2000.

**Progress Toward Meeting the Evaluation Team’s Recommendation**

College of Alameda has made substantial progress toward meeting the evaluations team’s recommendation for establishing a regular system of program review which assesses student outcome measures and integrates with and informs the institutional planning process. Fifteen instructional programs have undergone program review since the new Peralta Community College District Program Review Process was initiated in Fall of 1999. In addition, the new Student Services Program Review guidelines are being utilized in the Financial Aid Program Review currently underway.

In Spring 2000, College of Alameda implemented a regular cycle for Program Review beginning with one academic program, Mathematics, and one vocational program, Aviation Maintenance. In Fall 2000, program review was conducted for English, Chemistry, half of the Social Sciences including Anthropology, Economics, Geography, and History, and one vocational program, Apparel Design and Merchandising. In Spring 2001, Program Review continued for Biology, Physics, the other half of the Social Sciences including Political Science, Psychology, and Sociology, and one vocational program, Auto Body and Paint. The student services Financial Aid Program Review began in March of 2001 and is scheduled for completion in Fall 2001.

All four colleges in the Peralta Community College District are engaged in Self Study processes to prepare for individual, but simultaneous, Evaluation Team Visits in February or March of 2003. Therefore, the district-wide Fall 2001 and Spring 2002 program review schedule and timeline has been revised to accommodate the Accreditation Self Study cycle. Although College of Alameda is predisposed to an accelerated Self Study timeline and concurrent Focused Midterm Report Process, the college will maintain the goal of achieving program reviews for all programs at the college over a five-year period.

College of Alameda has also demonstrated some progress in linking validated program review outcomes to department, division, and college-wide strategic planning, budgetary, and capital improvements project processes. Current program review recommendations are
utilized to strengthen program/departmental requests and the justification, prioritization, and allocation of the college’s human and fiscal resources.

Where the College Expects To Be by the Spring 2003 Comprehensive Evaluation

College of Alameda will proceed with scheduled instructional and student services program reviews again in Fall 2002. ESL, Business, CIS, and DSP&S will undergo program review in Fall 2002, and Humanities, Human Development Services, and Matriculation are scheduled in Spring 2003. The program review schedule is planned to coincide with the six-year accreditation cycle. The goal is to review 20 percent of programs each year and to dedicate the sixth year of the cycle to the Institutional Self Study Accreditation Report.

The college will also continue to build on effective college-wide standing committee structures and planning processes to actualize a proposed comprehensive integrated planning system model (See Appendix B). In this model, the college mission and goals and District mission and goals guide institutional plans. Institutional priorities are established as a result of program review, unit plans, Educational Master Plan, and the Five-Year Facilities Plan to facilitate budget planning and the allocation of fiscal, human, and capital resources.

Recommendation

2. The team recommends that the district and college develop a resource allocation process linked to planning that provides incentive for enrollment growth, productivity increases and funding stability, and which is widely understood and supported. (Standards 9A, 9B.1, 9B.2, 9C)

In the past two years, the development of the college’s allocation requests for Partnership For Excellence and Instructional Equipment and Library Materials funds and justifications, prioritization, recommendations, and approvals for new faculty hires have been based on specific criteria set for all colleges in the District (e.g., meeting FTES targets; meeting program review recommendations; the college’s success in meeting PFE goals; and other areas of justifications, etc.). The district establishes criteria and timelines, and approves college allocations of these funds. The college’s proposals are linked to institutional priorities and planning processes, and specified criteria as described above. These particular processes link planning to resource allocations and provide incentives for enrollment growth.

However, progress in linking all district and college resource allocations to the same type of incentives and/or criteria and a resource allocation model linked to planning and incentives for enrollment growth has yet to be fully achieved, but is in progress. As reported in the Interim Report, a base-budget funding model including “...all authorized full-time equivalent faculty/staff and discretionary funds serves as the foundation for budget planning and general fund allocations. Staffing is based on actual salary costs, i.e., step and column placement, and the colleges retain funds for vacant positions (except for Fall 2001 in which the district selective freeze to hiring that may affect non-instructional staff cost savings to lessen the current budget year’s deficit). Additional funds are allocated based on requests and justifications made to the district office.” The base-budget funding allocations to the college
by the District are broadly communicated to both internal and external constituencies. However, disparate views exist between the District and college personnel regarding the budgetary planning process.

An Enrollment Management Task Force was convened in Fall 2001 to review and update a 1998 Enrollment Management Plan. Four areas of focus include marketing, outreach and recruitment, enrollment and retention strategies, and opportunities to engage the college in overarching strategies in support of student success. The college has also been charged with a FTES target for the current academic year that will be used as a barometer in future allocation of funds. To that end, instructional divisions are reviewing and evaluating available data to maximize course offerings and utilization of available fiscal resources, and student services areas are establishing goals to improve student success and delivery of services throughout the college.

The Facilities Masters Plan is current, and the Educational Plan was updated in October 2001. This information will be used in the planning and implementation of upcoming Measure E capital projects. Furthermore, the president is moving the college in updating the 1997-2002 Institutional Plan that will assist all units in reviewing, updating, and evaluating priorities.

Where the College Expects To Be by the Spring 2003 Comprehensive Evaluation

In summary, the college will continue to work with the District to come to a consensus on the development of a fully integrated resource allocation process linked to planning and incentives for enrollment growth, productivity increases, and funding stability.

Recommendation

3. The team recommends that the college take immediate action to ensure that evaluations for all employees are implemented on a regular and systematic basis. (Standard 7B.1)

College of Alameda administrators support and participate in continuous quality improvement efforts to ensure that regular and systematic evaluations are conducted for all constituencies including classified staff, part-time, tenure-track, post-tenure faculty, and management staff. As noted in the March 2000 Interim Report, these processes are based on standardized procedures for all classifications and are coordinated with the Peralta District Office of Personnel and Office of Educational Services.

Progress Toward Meeting the Evaluation Team’s Recommendation

Overall, College of Alameda continues to make good progress in conducting evaluation of all employees. The tracking system to monitor classified employee evaluations according to anniversary dates-of-hire and requiring the evaluation of classified staff once a year appears to be working. Some classified evaluations may be overdue because of recent changes in administrative personnel at the college during the past year. However, plans are being coordinated to bring any of those evaluation processes into compliance.
College of Alameda is proud of its track record in conducting the tenure-track faculty evaluation process. Tenure-track faculty evaluations are in compliance with district policies and timelines for completion. In August 2001, the Senior Vice Chancellor of Educational Services conducted mandatory faculty evaluation orientation sessions for all tenure-track faculty, Tenure Review Committee faculty members, and all administrators in the District. Tenure-track faculty, part-time faculty, and tenured faculty evaluation policies and procedures were reviewed at these sessions. An updated Faculty Evaluation Policy and Procedures Handbook was distributed to orientation participants.

More importantly, current part-time faculty evaluation policies and procedures were clarified including concerns expressed by the Peralta Federation of Teachers (see Appendix C). An excerpt from a letter to the President of the Peralta Federation of Teachers from the Senior Vice Chancellor of Educational Services included in the appendices of the Faculty Evaluation Policy and Procedures Handbook is as follows:

“By the conclusion of the 2003-04 year, all presently employed part-time instructors shall have been evaluated. To ensure compliance with the Education Code, the District will apply the procedure specified in Board Policy 3.31, “subsequent evaluation” to all part-time evaluations—with the exception that a faculty member who has not yet received an evaluation under Board Policy 3.31 shall receive, upon request, an “initial evaluation” pursuant to that Policy.”

College of Alameda has improved its performance in conducting regular and systematic tenured faculty evaluations. Division Deans implement and monitor tenured faculty and part-time faculty evaluation processes.

Management evaluations are conducted on a regular basis, in a timely manner, and in accordance to established policies and procedures. Efforts are underway to link administrative goals and objectives to district and college mission, goals, and institutional priorities.

Where the College Expects To Be by the Spring 2003 Comprehensive Evaluation

The college has taken actions and made significant progress since the last comprehensive evaluation in March of 1999 and the Interim Report Visit in May 2000 to implement regular and systematic evaluations for all employees. Classified evaluations are in progress and timeliness for conducting these evaluations will improve as the administrative staff of the college stabilizes. The district and college goal is to have evaluated all part-time faculty by the conclusion of the 2003-2004 academic year. The college administration and faculty will seek to maintain its excellent record for a 100% completion rate for tenure-track faculty evaluations.

The college will continue its efforts in improving its notification, implementation, and monitoring system for conducting post-tenured faculty evaluations. The college administration will assess the value and feasibility of a centralized tenured faculty evaluation implementation system via the Office of Instruction with monitoring conducted by the
Division Deans versus a decentralized implementation and monitoring system separate from the Office of Instruction.

Proposed modifications to Board policies and procedures for management evaluations are currently under review and consideration. Those changes, if approved by the Board of Trustees, are projected to be in place by the 2003 Comprehensive Evaluation Team Visit.
Progress Toward Other Team Recommendations and Commission Action Letter Following the March 1999 Comprehensive Evaluation Visit

Standard One: Institutional Mission

Recommendation
None

Standard Two: Institutional Integrity

Recommendation
The team recommends that the college develop a timely process by which the catalog is updated or supplemented, and made more accessible to students.

Response

College of Alameda issues a bi-annual catalog. The most recent publication and distribution date was Fall 2001. In the current cycle, all catalogs in the District were updated, published, and distributed in a timely manner in accordance with the next expected publication schedule. The college catalog is available via the District’s Internet Website, in the College Bookstore, and as a resource in college program and service offices.

Current discussions are underway to determine if an addendum should be published at the beginning of the second year of the catalog’s publication cycle to make any corrections, and to provide relevant curriculum, course, and program changes. Recommendations for a printed or electronic addendum are also under consideration.

The college’s Curriculum Committee is in the process of identifying and reviewing other community college catalog publications to assess best practices in the printed formats of catalog curriculum information, with a particular interest in recommended program sequences for completing courses, degrees, and certificates. The goal is to improve the catalog by adding recommended program completion formats to assist students in educational program planning (e.g., suggested associate degree and certificate program sequences, etc.). Ultimately, catalog improvements would also be linked to an improved course schedule.

By the next Comprehensive Team Visit in Spring 2003, the college will be in the final stages of publishing the next catalog. The Curriculum Committee, Office of Instruction, and Student Services will work closely with the District’s Office of Marketing and Public
Relations to synchronize revisions and updates of the electronic web version of the catalog with the publication of the new print catalog. In addition, the college will explore the feasibility of posting incremental revisions (e.g., on a semester basis, etc.) to the electronic version of the catalog, enhancing the immediate accessibility of catalog information to students.

**Standard Three: Institutional Effectiveness**

**Recommendation**
The team recommends that the college establish a regular system of program review which includes assessing student outcome measures and integrates with and informs the institutional planning process. Included in the system of program review should be processes to periodically assess the effectiveness of institutional research and planning.

**Response**
The college established a regular system of program review which includes assessing student outcome measures to inform the institutional planning process. As noted in the response to one of the evaluation team’s major recommendations, the college and district have made significant progress in conducting program reviews. Fifteen College of Alameda instructional programs and one student services program have been evaluated since Spring 2000. The four-stage review process is comprehensive, based on institutional data and research, and involves self-assessment and external validation of the self-assessment. Program review information serves as a framework in evaluating college-wide planning processes including curriculum, instruction, student success, staffing and resource allocation, identifying staff development needs, community outreach and articulation, and accreditation.

By the next comprehensive evaluation team visit, the college will demonstrate ongoing progress in how institutional research is utilized in planning, establishing priorities, allocating resources, and in the evaluation of student, program, and institutional outcomes.

**Recommendation**
The team recommends that the college identify “intended institutional outcomes” and establish a regular process to periodically measure them and publicize the results.

**Response**
A current, predominant theme in the college is linking college-planning processes, to available research and data, and to institutional outcomes that may serve as measures of institutional effectiveness. Since the last visit, the college increased its effectiveness in utilizing more institutional data to sustain planning and decision-making. In addition, a full-time research officer, who reports to the President, was hired to assist all units of the college in the collection and analysis of data, the integration of data into planning, and in the dissemination of institutional outcomes to the campus community. The researcher also assists with grants and special projects, co-chairs the college Research Committee, and works collaboratively with the District’s Office of Institutional Research.
An upcoming document that will publicize the quality of programs and services offered by the college to the community will be a new publication called “Treasures of the Island.” “Treasures of the Island” showcases college programs, services, and achievements.

Standard Four: Educational Programs

Recommendation
The team recommends that the College adopt a program review process for instruction and student services which includes the assessment of student learning outcomes.

Response
The college has made significant progress in conducting instructional program reviews and initiating a new program review process in student services in Spring 2001. Specific details outlining the college’s response to this recommendation is discussed above in the first of the three major recommendations requiring special attention noted above.

Recommendation
The team recommends that the college systematically implement faculty evaluations of tenured and part-time faculty to ensure the integrity and quality of academic advising and instruction.

Response
The college has made significant progress and is in compliance in systematically implementing faculty evaluations of tenured and part-time faculty. The college’s progress is noted in its response to the third recommendation of the three major recommendations above.

Standard Five: Student Support and Development

Recommendation
The team recommends that the college consider including, in its planning reallocation, increased space for the Student Support Services areas.

Response
The number one capital project priority is the scheduled remodel, expansion, and renovation of the space designated for Student Support Services. Considerable planning has taken place to plan a new student support services facilities promoting a “One-Stop Shop” concept providing student assessment, advisement and counseling, financial aid, enrollment, and registration in a centralized location. Although all Student Support Service programs will not be located in the new, expanded location, students will be able to access a majority of student services in one area.

A section of the space slotted for the expansion of Student Support Services currently houses the Upholstery Program. The Division Dean for this area and the Vice President of Instruction are working with the lead faculty member in identifying a new location for this vocational program that will be displaced by the expanded student services area. In addition,
planning will proceed in redesigning and remodeling all areas of Building A during this
capital improvement project. Construction is scheduled to begin in Fall 2002. Noticeable
improvements will have taken place by Spring 2003.

Standard Six: Information and Learning Resources

Recommendation
The team recommends that the Library and Learning Resources areas initiate
systematic program reviews that address the following critical areas: budget analysis,
collection development, use analysis, faculty involvement, and library and learning
resources technology.

Response
A significant accomplishment in the provision of information and learning resources
technology in the library was the completion of the library automation project including the
installation of the student workstations which have increased access of information to
students and faculty. Although the library conducts an assessment of Library and Learning
Resources in line with state standards (such as the California Academic Library Report), the
library could benefit from an internal review. For example, while instructional equipment
and library materials allocations continue to augment the library budget, increased fiscal
resources are needed to assist the library in improving its overall collections.

The Vice President of Instruction is working with the Head Librarian in support of a waiver
to the selected freeze in hiring implemented in Fall 2001 in order to hire another full-time
permanent library technician and to improve projections for staffing budgetary needs
including a breakdown of staffing for services provided by day, evening, and for the weekend
college. The goal is to provide better projections and more accurate budget allocations
aligned to required needs.

Work will continue in projecting library usage and improving mechanisms for linking
curriculum committee course and program development to the adequacy of library materials
and instructional materials. Technology demands due to increased access to automated
information will also require that dedicated future planning efforts include an assessment of
technical support needs to the library.

Standard Seven: Faculty and Staff

Recommendation
The team recommends that the college take immediate action to ensure that evaluations
for all employees are implemented on a regular and systematic basis.

Response
The college’s response to actions taken to ensure that evaluations for all employees are
implemented on a regular and systematic basis is outlined in progress described for the third
major recommendation noted above.
Standard Eight: Physical Resources

Recommendation
The team recommends that the college develop and implement consistent quality in cleanliness and maintenance.

Response
The college has made significant progress in developing plans to implement consistent quality in cleanliness and maintenance of the campus. In the past two years, the District has linked expected growth targets in enrollments to a district-wide priority of high quality maintenance and cleanliness of the campuses. To meet this shared goal, additional custodians have been hired with funding provided by the District and College (e.g., additional custodial staffing funded 50% by college PFE dollars and 50% funding from District PFE dollars).

Furthermore, the custodial workload has been shifted to meet peak maintenance requirements for specific times of the day and evening (e.g., high priority is given to the cleaning of restrooms at the high usage periods on campus, etc.). Special priority has also been given to the maintenance of the college grounds and has resulted in noticeable differences. Finally, custodial and groundskeeper staff work locations shift on an as-needed basis. In addition, cross training is provided to ensure consistent quality in the maintenance and cleanliness of the college.

In conclusion, while significant progress has been made, the college will continue to hold this recommendation as a high priority. Additionally, plans are underway to create processes for improving the maintenance of the internal facilities as well (e.g., a College-wide Clean-the-Clutter Day for the removal of outdated paper and equipment) and a classroom inventory to identify maintenance needs for the instructional areas.

Standard Nine: Fiscal Resources

Recommendation
The team recommends that the district and the college examine and develop resource allocation process, linked to planning, that provides incentives for enrollment growth, productivity increases, and funding stability and which is widely understood and supported.

Response
The college's response is outlined in progress described for the second major recommendation.

Standard Ten: Governance and Administration

Recommendation
None
SUMMARY OF PROGRESS ON COLLEGE-IDENTIFIED CONCERNS
AS EXPRESSED IN THE 1999 SELF STUDY

The 1999 Self Study Planning Summary consisted of the college-identified concerns listed as planning objectives under the ten standards. The 1999 Steering Committee found that many of the concerns referenced under the various standards were identical or similar. Therefore, the areas of concern were selected to serve as "...goals to be accomplished and the recommendations...listed under appropriate goal statements." The six major Planning Summary college goals identified to address future planning efforts in meeting accreditation standards were as follows:

1. Complete and/or implement college plans in keeping with college mission and goals, district, federal and state initiatives, changing student educational and workforce needs, as well as program, facilities and staffing needs and resources.

2. Implement on-site institutional research to assess and evaluate institutional effectiveness as to planning efforts, institutional and student success outcomes, student and community needs, appropriateness of educational programs, quality of instruction and student support services.

3. Address the lack of resources which impact the delivery of effective college services and programs: insufficient number of faculty, classified and technology support staff; library and learning resource materials; instructional and technological equipment and furniture; allocation of space, especially in student services areas; and funding for present and emerging needs identified through strategic and annual plans including self study recommendations.

4. Develop, review, revise or update district and college policies and procedures that will improve: the availability and quality of instruction; learning and campus climate; program and services such as those pertaining to recruitment, program review, realistic budget allocations, hiring of personnel and other related matters.

5. Provide clear, accurate and timely information as well as clear lines of communication district and campus-wide to assist in case of comprehension, consistent and relevant updates, and to encourage college-wide input for understanding and participation in the governance of the college.

6. Intensify campus-wide staff development efforts and activities to: expand proficiency in technology skills such as computer use for instruction, management and administrative operations; explore issues of ethical and professional faculty and student conduct, academic freedom, diversity and other campus climate concerns.

A summary of progress on college-identified concerns according to the above six goal statements follows. A detailed summary of progress on individual planning agenda items identified in the 1999 Self Study is outlined in the addendum to the Focused Midterm Report.
Goal 1: Complete and/or implement college plans in keeping with college mission and goals, district, federal, and state initiatives, changing student educational and workforce needs, as well as program, facilities and staffing needs and resources.

Goal Statement One planning agenda items are referenced under seven of the ten standards in the 1999 Self Study. A summary of progress made by College of Alameda in accomplishing those planning agenda items is as follows:

The college's mission statement serves as a foundation for all college planning, activities, and meetings. The most recent reaffirmation of the mission statement occurred during the Fall 2001 Professional Day at the college.

Although the college is still in the process of achieving a fully integrated planning model, significant progress has been made in linking college-wide planning efforts to research-based outcome measures. The 15-year Educational Plan is revised annually, references program review recommendations, and establishes goals utilizing data collected by the Office of Institutional Development. The plan serves as the primary mechanism in identifying human resource needs and in establishing institutional priorities. The district and college have also aligned the allocations of PFE and instructional equipment and library materials dollars to specific criteria including state mandated goals, guidelines and institutional priorities in order to improve success outcomes for students, as well.

To strengthen the general education component of program offerings, a comprehensive proposal to reinstate required Health and Physical Education courses has been endorsed by the District Academic Senate and forwarded to the District's administration for consideration and possible recommendation for approval by the Board of Trustees.

To further implement college plans in keeping with college mission and goals and to meet changing student educational and workforce needs, College of Alameda implemented an Enrollment Management Campaign, "Students Plus" in Fall 2001. The campaign task force, chaired by the vice presidents of instruction and student services, focuses on marketing, recruitment and outreach, enrollment, retention, and other overarching strategies to ensure student success. In addition, the Student Equity Committee reconvened as the Campus Climate Committee to work with all constituencies in addressing student barriers to access.

Several ongoing initiatives are in progress to support the educational and workforce needs of students and to ensure appropriate services and programs to address those needs. A Student Services Council, comprised of administrators and program coordinators, meets twice a month. The Council has created a more horizontal span of planning, implementation, delegation, and evaluation of unit goals and objectives. In July 2001, a Student Success Project was implemented to improve services to students across the District. Program review for Student Services programs was implemented in Spring 2001, beginning with Financial Aid, and the Matriculation Advisory Committee was reconstituted in Fall 2000. Moreover, in the past year, several counselor-training sessions were conducted; and counselor meetings often include faculty who provide information on new programs and add to discussions on improving services to students. Future challenges and opportunities will include filling the vacant Matriculation
Coordinator/Counselor position and the successful completion of the Building A remodel capital project that will establish a "One-Stop" Student Services concept.

Plans to sustain a three-year computer replacement and maintenance schedule are in progress. Technology Administrative Services has developed a tracking system for computer hardware, but personnel and workspace limitations continue to impact the college's efforts in this area. The Building-A second floor remodel project plans may provide some workspace relief by 2002. All programs are kept current regarding safety and health issues via an active College of Alameda Health & Safety Committee. A new collaboration between the college's Staff Development Committee and Technology Committee is facilitating the implementation of a new Faculty and Staff Resource Center and the hiring of a part-time trainer to assist faculty on an ongoing basis in upgrading technological skills.

Lastly, the district's reserve is within the state's guidelines to meet financial emergencies. Divergent views and perspectives among faculty and staff exist regarding how district-wide fiscal and budgetary planning is or might best be conducted. In general, some progress has been made in linking specific fiscal planning and budgetary allocations to college planning priorities. At the same time, some vehemently express views that shared governance and decision-making processes and communications related to fiscal planning need significant improvement. This issue will continue as a major area of focus as the college approaches the end of the 1999 Self Study cycle and the current Self Study cycle assessments already in progress.

Goal 2: Implement on-site institutional research to assess and evaluate institutional effectiveness as to planning efforts, institutional and student success outcomes, student and community needs, appropriateness of educational programs, quality of instruction and student support services.

Goal Statement Two planning agenda items are referenced under five of the ten standards in the 1999 Self Study. A summary of progress made by College of Alameda in accomplishing those planning agenda items is as follows:

Research to evaluate institutional effectiveness at the College of Alameda is conducted and integrated with planning through four main mechanisms: 1) the Institutional Planning Process; 2) data generated by the District Office of Institutional Development; 3) the college's Research and Planning Officer; and 4) the college's standing Research Committee.

The college's Planning Process Guide and 15-year Educational Plan serve as the major planning documents. The Educational Plan is revised annually with updates and references to program review recommendations and goals based on data collected by the college and the Office of Institutional Development. Data for student services and instructional programs provide documentation on which student and program success are measured. Other ongoing research, evaluation, and planning tools and processes include: 1) regularly scheduled program reviews; 2) annual assessment of PFI: goal achievement; 3) Student Success Project goals; 4) Enrollment Management Plan Task Force activities; 4) faculty and staff surveys regarding decision-making processes; and 5) student surveys on satisfaction and campus climate. As College of Alameda moves closer to achieving a more integrated planning system connecting the work of the various
college standing committees, the results of ongoing utilization of data to support college-wide strategic planning, allocation of resources, and as a foundation for decision-making will be systematically evaluated.

The Office of Institutional Development provides data that documents the achievement of institutional outcomes. That data is submitted to the college, as well as the State Chancellor’s Office, via MIS reports. Research data provided by the Office of Institutional Development is more widely disseminated through a number of sources, including: 1) the Peralta Community College Website; 2) PCCD Factbook; 3) Faculty Professional Workshops; 4) Management Workshops/Retreats; 5) Accreditation Workshops; 6) District-wide committees; and, 7) the Program Review Process. Additionally, division/department-specific staff training is conducted to assist in the program review process. The OID, along with college researchers and administrators, revised the regularly administered Student Satisfaction and Student Climate surveys. The current Student Satisfaction Survey was administered in Fall 2001.

In Summer 2000, the college hired a Research and Planning Officer to assist with data collection, analysis, grant writing, college projects, and co-chair the college’s Research Committee. The newly reconstituted Research Committee, co-chaired by the college’s Research and Planning Officer, began meeting in Fall 2000. The Researcher also works with the Office of Institutional Development and the District-wide Research Committee regularly to plan research agendas to increase the college’s capacity in evaluating its institutional effectiveness.

Goal 3: Address the lack of resources which impact the delivery of effective college services and programs; insufficient number of faculty, classified and technology support staff; library and learning resource materials; instructional and technological equipment and furniture; allocation of space, especially in student services areas; and funding for present and emerging needs identified through strategic and annual plans including self study recommendations.

Goal Statement Three planning agenda items are referenced under eight of the ten standards in the 1999 Self Study. A summary of progress made by College of Alameda in accomplishing those planning agenda items is as follows:

The college continually seeks external resources via grant opportunities linked to college institutional priorities. Since the last Self Study, the college has successfully served as the lead college in the district for the AACC Microsoft Working Connections Grant and was selected as a mentor college in California in Fall 2001. College of Alameda is also in the process of institutionalizing instructional and student services strategies in support of basic skills following a three-year Title III grant. COA is also currently a co-sponsor for a Women In Technology grant. The college is in compliance with grants for other allocations of dollars to improve college effectiveness (e.g., PFE funding to support increased instructional aides in basic skills instruction, One-Stop Career Center, Library Automation Project, etc.).

COA partners with community organizations and hosts campus programs and events (e.g., annual Multi-Cultural Fair in conjunction with Alameda Multicultural Community Center, College Night in conjunction with AUSD, Ecology Fair in conjunction with Friends of Alameda Wildlife, and College of Alameda’s One-Stop Career Center partnership with the city and county of Alameda, etc.). College of Alameda collaborates with AUSD, local industry, and community
organizations on numerous research projects and continues to seek corporate contributions in the form of donation.

Other strategies to leverage instructional and student services resources include an Enrollment Management Task Force convened in Fall 2001 to establish a holistic, ongoing planning model geared toward increased enrollments, FTES generation, and services to support student success with existing human resources. New Student Services Council initiatives are undertaken with a team approach that maximizes human and fiscal resources. Nevertheless, ongoing initiatives to rectify understaffed and under-funded Student Services are needed.

Improvements to college publications continue as a high priority. The district has adopted a common look for all college publications as noted in class schedules, catalogs, brochures, the website, and marketing materials. A promising College of Alameda publication called "Treasures of the Island" highlighting the quality of programs and services is due for distribution soon. The new college Catalog 2001-03, recently published, will undergo a detailed process for continuous quality improvement. The Curriculum Committee is currently considering recommendations for a mid-cycle addendum to correct any inaccuracies and to maintain currency of curriculum changes and revisions. The website function has been centralized. A district-wide Website Committee is working to update district and college websites. Some progress has been made, but the college's website still needs great improvements. The identification of resources to properly maintain it is also sorely needed. An updated Student Handbook is still in progress.

The college Technology Committee meets monthly and is comprised of faculty, administration, college administrative and instructional technical personnel, and staff. It facilitates planning and communication in regards to technology development, training, and planning for college-wide needs and related resources. In the Fall of 2001, the Technology Committee recommended the College hire a technology specialist with its share of Staff Development funds to support a proposed Teaching and Learning Faculty Resource Center. The technology specialist's primary responsibilities will be to assist faculty and staff in upgrading their technology skills and to assist in developing alternative methods for classroom materials presentation.

College-wide instructional labs are connected so that any student may utilize any instructional lab on campus. In the past three years, new tenure-track faculty have been hired to staff the Learning Lab dedicated to teaching basic skills and ESL. The college has funded the Learning Resource Coordinator position with PFE monies.

An additional full-time librarian has been hired since the last self-study. The need for additional library staff is a recognized need of the college and the request for additional staff has been integrated into the Educational Master Plan. Over the past two years, new state equipment funds have been available, audio-visual services computers were upgraded with funds from the Library Automation Project, and AV equipment repairs have been made. In addition, low shelving for print indexes and general encyclopedia were installed in Spring 2001. In support of instruction, the Curriculum Committee assesses adequacy of library learning resources in the course approval/revision process, and faculty advise librarians of current course offering/textbook needs. Textbooks are then made available for students use.
Factors such as utilities capacity, space, and infrastructure upgrades that will affect planning for staff needs and delivery of instructional and student services, as well as advanced technological growth are identified in the Educational Facilities Plan. A priority list of deferred maintenance and capital improvements, to be funded by Measure B and Measure E (bond issue passed in November 2000), was developed by all constituencies. In Fall 2002, Building A will be remodeled to accommodate a majority of student services.

Grounds maintenance and campus cleanliness have been a high priority at the college and in the district. The district and college supported increased custodial staffing through PFE funds. This has been beneficial and resulted in noticeable differences, but custodial and maintenance staffing is still inadequate to assure the highest quality of services.

In Fall 2001, affected constituencies and the college Facilities Committee chair worked with district plant facilities and an architectural firm to identify and implement those priority areas of the ADA Transition Plan, projected to be completed by May 2002, funded by bond monies. The purchase of instructional equipment, to address health and safety issues for instructional areas, receives highest priority. Concerns about exterior safety have been handled by keeping vegetation cleared and the presence of the Sheriff’s deputies and safety aides.

**Goal 4: Develop, review, revise or update district and college policies and procedures that will improve the availability and quality of instruction, learning and campus climate; programs and services such as those pertaining to recruitment, program review, realistic budget allocations, hiring of personnel and other related matters.**

Goal Statement Four planning agenda items are referenced under eight of the ten standards in the 1999 Self Study. A summary of progress made by College of Alameda in accomplishing those planning agenda items is as follows:

Since the last self-study, the college has focused on improving its policies and procedures in the area of student conduct, program reviews, and planning and budgeting. The college provides students and faculty with clear guidelines about student conduct that is conducive to a learning environment. All students are aware of college and district policies regulating student conduct and sanctions for violations. Awareness of the Student Code of Conduct is reinforced through new student orientations, the college catalog, and the incorporation of statements of honesty in course syllabi.

The student services and instructional administrators work closely with one another, the Sheriff’s deputies, and faculty, through the Academic Senate and Peralta Federation of Teachers, on problems generated by students who disrupt the classroom learning environments. The Disruptive Students Manual has been revised to reflect changes in the Education Code, and the topic of disruptive students is included in faculty professional days. Furthermore, a policy on computer usage was developed by the Technology Committee and approved by the College Council. It is posted in the library and all computer labs and is included in the college catalog. The college has demonstrated that it has a commitment to institutional effectiveness by implementing program reviews. Faculty education on the importance of assessing programs and services is done through program review training, in the development and planning of the
Educational Plan, and through other measures such as the Basic Skills Task Force. The rigorous, systematic expansion of program reviews and Educational/Facilities Master Plan updates is assisting in curriculum development and revisions to enhance the scope, quality and utility of courses available to students. Staff are trained to assist in the retrieval of data on-line in the preparation of program reviews and to utilize the results to identify areas in need of strengthening or revision and subsequent resource allocation to implement strategies for improvement. Matriculation was reviewed in Spring 2000, and Financial Aid was re-viewed in Fall 2001.

In addition to program review data, research outcomes are presented on the web site via monthly newsletters, professional day workshops, management workshops, and other forums. Program reviews for student services programs are also scheduled. Systematic processes to disseminate district policies and procedures to all constituencies are now in place. College managers and appropriate shared governance leaders regularly receive Board policy changes and notification of changes in procedures. The Chancellor’s Policy Advisory Committee (CPAC) meets to review issues and/or policy recommendations raised by any representative and to move them forward to the Board of Trustees for possible adoption.

Shared governance roles are clearly defined in Board Policy. Furthermore, all collective bargaining agreements include clear delineations of responsibility between management and faculty/staff. Shared governance roles for faculty are clearly defined in Board Policies 2.23 and 2.25. New faculty hires receive intensive training and reviews that include recruitment into shared governance committees. College of Alameda has a good percentage of tenure-track faculty serving on standing committees. Faculty have been most active in developing long-range, fifteen-year (2002-2017) Educational Master Plans in which faculty and staff studied and resolved short-term (concrete) solutions to educational/service challenges as well as developed long term (abstract) responses to future opportunities in order to prepare students for the challenges of the 21st century.

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

Board Policy 1.02 describes the role of Student Trustees elected to the Board, and policy 4.45 states, “each College shall provide for student representation on appropriate College-wide committees.” The governing board has agendized regular reports from students and faculty leaders in addition to accepting and acting upon recommendations from district-wide shared governance committees such as the Chancellor’s Policy Advisory Committee.

The college is administratively organized and staffed to reflect the institution’s purposes, size and complexity. The administration provides effective and efficient leadership and management for an effective teaching and learning environment. The president regularly reviews the planning process with faculty and staff, including reviews at College Council, President’s Cabinet, Executive Managers, and General Manager’s meetings. Most decision-making processes allot time for committee review of issues, discussions, and recommendations, as well as time for College Council to review and make recommendations to the President.
Goal 5: Provide clear, accurate and timely information as well as clear lines of communication district-campus-wide to assist in case of comprehension, consistent and relevant update, and to encourage college-wide input for understanding and participation in the governance of the college.

Goal Statement Five planning agenda items are referenced under nine of the ten standards in the 1999 Self Study. A summary of progress made by College of Alameda in accomplishing those planning agenda items is as follows:

Clear and accurate information is disseminated in a timely fashion to faculty and staff through various forms of communication including internal district mail (Wizard Mail), campus-wide phone messages, written memos, postings, flyers, standing committee meetings (through constituent representatives), and college-wide meetings and forums.

The district and College of Alameda have implemented procedures to ensure that college publications are accurate, consistent, and continuous. Systematic processes to disseminate district policies and procedures to all constituencies are now in place. Improved coordination between district offices for the dissemination and communication of information still needs some improvement.

The district Senior Vice Chancellor for Administrative and Financial Services, who also serves as Chief Operating Officer, is currently reviewing services areas to ascertain effectiveness. Regarding electronic communications, the district has reviewed and is currently bidding out communications upgrade contracts. The district and colleges are planning to replace the current internal mainframe electronic e-mail system known as Wizard Mail. This current system allows for regular and urgent written communication between any and all district staff members. It also incorporates separate important Peralta bulletins, as well as miscellaneous announcements, telephone directory, dictionary, list of departments, and calendaring system, among other features. In addition, global Internet e-mails, as well as telephone with phone-mail features are available to all staff. Most certainly, all constituencies will benefit, and college and district communications will improve once the new district Internet-based system is in place.

The college governance process has evolved to the extent that standing committee meetings are held regularly, minutes are kept and published, and committee recommendations are forwarded to the College Council for follow-up and action.

Communication between standing committees and staff have become a regular part of doing committee work. For example, the Budget Committee chair writes memos to the college community informing them when major financial decisions will be made (e.g., when proposals for instructional equipment will be considered), and encourages faculty and staff to submit requests through their managers.

Faculty and staff are encouraged to participate in revising the college educational plan annually. That plan includes budget development for new staff, equipment, and other resource needs. Cost center managers are sharing relevant information with those in their charge, through revisions of the educational plan and submission of requests for funding to be considered by the Budget
Committee for instructional equipment. Nonetheless, improvement in the areas of financial and budgetary planning between the college and district is still needed.

**Goal 6: Intensify campus-wide staff development efforts and activities to: expand proficiency in technology skills such as computer use for instruction, management and administrative operations; explore issues of ethical and professional faculty and student conduct and academic freedom, diversity, and other campus climate concerns.**

Goal Statement Six planning agenda items are referenced under seven of the ten standards in the 1999 Self Study. A summary of progress made by College of Alameda in accomplishing those planning agenda items is as follows:

All college constituencies are encouraged to participate in staff development workshops. College staff development funds have paid for training for faculty and staff, for example:

1) teaching faculty how to download class lists from the mainframe, and bring them into Excel;
2) training for staff on automated systems such as budget transfers; and
3) personnel action forms and requisitions has been completed. In addition, key people have been identified as trainers for specific transactions for clerical staff, allowing for cross training and support. Several training sessions for counselors have been conducted. This training included the use of the student educational plans, the district’s counseling screens, as well as utilization of transfer information.

The Staff Development Committee funds faculty who are seeking ways of integrating technology with student learning. Faculty have reviewed software, developed web pages, created Powerpoint presentations, and made videotapes for student use. CalWorks is funding a pilot course in ESL for Allied Health Sciences, which entails both classroom learning and practice in a lab with computer-assisted instruction. The Business and English departments are enhancing the curriculum in establishing the “Virtual Workplace” lab where students develop and learn workplace-related communication skills.

A key standing committee in the college’s governance structure is a Technology Committee that meets monthly. Membership includes the college administrative and instructional network coordinators for computing, faculty, administrators, and staff. The committee structure facilitates planning and communications to address college-wide technology needs and priorities. A collaboration effort between this committee and the Staff Development Committee is in progress to open a Faculty and Staff Teaching and Learning Resource Center.

The college’s instructional Campus Network Coordinator has completed the implementation of a campus-wide general use computer center that is connected to all other computer labs via the College LAN and District WAN. All labs are interconnected, and the same network OS will be used. Meetings are held with other campuses.

College Deans have worked with the faculty on the confidentiality of records. The posting of student grades with Social Security Numbers is no longer done. The District Admissions and Records office has a written policy on confidentiality.
The Campus Climate Committee has re-instituted the “Open Mike” forum to sensitive faculty and staff. The Committee held Unity Week in Fall 2000 and several forums in Fall 2001. The Student Services Council, comprised of administrators and program coordinators, meets twice per month to plan and implement unit responsibilities. The ASCOA, with the support of Student Services, fosters the integration of students in all campus student activities. The Student Equity plan has identified areas needing improvement in providing a supportive campus environment. Bilingual personnel have been identified for referral of students with limited English speaking skills. Student ambassadors who speak targeted languages are being sought to enhance orientation.

The Board of Trustees adopted a policy on accommodations for persons with disabilities. This policy is included in the Faculty Handbook. DSPS staff work with faculty to facilitate accommodations and holds workshops during Professional Development Week.
Student Services Program Review
Guidelines
Spring 2001

Office of the Senior Vice Chancellor
Educational Services
PERALTA COMMUNITY COLLEGE DISTRICT

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PREFACE

This report presents information on the colleges’ Financial Aid program. With input from the District and College Academic Senate, we beta-tested the Instructional Program Review process in Spring 2000. Based upon evaluations and review, we have modified the process for the Student Services. This change in any process, will continue to be monitored and reviewed.

The vision statement as expressed by the Peralta Board of Trustees: The Peralta Community College District will become an exemplary system by being responsive to the educational needs of our community, by providing learner-centered educational experiences and by being committed to innovation and continuous improvement.

The primary objective is to assure the quality of the PCCD student services programs, one that reflects student needs and encourages student success. It is a systematic process for the collection, analysis and interpretation of data concerning a program and its services. Validated recommendations for each program will be linked and incorporated into the unit’s planning process, and decisions concerning schedule proposals, service changes, budget development, and hiring practices. Management is responsible for coordinating the process and supplying data. Program staff is responsible for providing the analysis and making recommendations. Review of programs will be undertaken for the following specific purposes:

A. To evaluate how well student service programs function in relation to its objectives, the mission of the college, the college’s institutional goals and priorities, the needs of the community, and the goals of the District.
B. To strengthen planning, decision-making, budget-building, and scheduling courses.
C. To influence student services program development and improvement.
D. To assess the inter-relationships and impact of student services programs.
E. To improve the use of college and district resources.

The process consists of five stages. First is a self-study with a written report, based on the questions posed in the format section of the document. The self-study will include a review of data collected by the Office of Institutional Development and any additional data the program may wish to collect. The written report will include an analysis of data, commentary, and finally, the program’s plans to address the findings of the self-study. The report should use the strengths, weaknesses, opportunities, and threats (SWOT) approach to writing recommendations.

The self-study is followed by a Validation Team review of the program’s self-study report with commentary on the recommendations made. The third stage is a consolidated summary prepared by the Vice President of Student Services and forwarded to the President for review and comment. The fourth stage is a complete compilation of all reports and documents with a final college summary to be submitted to the Office of the Senior Vice Chancellor of Educational Services. The fifth stage is follow-up activities.

All of the measures in this report were developed from data routinely collected through the Management Information System. Under the direction of the Director of Research and Institutional Development, Zachary-Rong Chan, our appreciation is extended to the staff of the Dean of Research, Data Specialists, and the Office of Educational Services Analyst, and Shau Lee, Sr. Clinical Assistant.

Questions concerning this report and the data developed should be directed to Zachary-Rong Chan at (510) 466-7300 or Zachary-Rong.Chan@Peralta.edu.

July 1, Walters, Sr. Vice Chancellor
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STUDENT SERVICES PROGRAM REVIEW

INTRODUCTION

VISION STATEMENT

The Peralta Community College District (PCCCD) will become an exemplary system by being responsive to the educational needs of our community, by providing learner-centered educational experiences and by being committed to innovation and continuous improvement.

PURPOSE OF PROGRAM REVIEW

The primary objective is to assure the quality of the PCCD Student Services programs; one that reflects student needs and encourages student success. It is a systematic process for the collection, analysis and interpretation of data concerning a program and its services. Validated recommendations for each program will be linked and incorporated into the unit's planning process, and decisions concerning schedule proposals, service changes, budget development, and hiring practices. Management is responsible for coordinating the process and supplying data. Program staff is responsible for providing the analysis and making recommendations. Review of Student Services programs will be undertaken for the following specific purposes:

A. To evaluate how well Student Services program functions in relation to its objectives, the mission of the college, the college's institutional goals and priorities, the needs of the community, and the goals of the District.
B. To strengthen planning, decision making, and scheduling.
C. To influence Student Services program development and improvement.
D. To assess the inter-relationships of Student Services programs (impact).
E. To improve the use of college district resources.

PROCESS

The process consists of five stages. First is the self-study with a written report, based on the questions posed in the Format Section of this document. The self-study will include a review of data collected by the Office of Institutional Development and any additional data the program may wish to collect. The written report will include an analysis of data, commentary, and finally, the program’s plans to address the findings of the self-study. The report should use the strengths, weaknesses, opportunities, threats (SWOT) approach to writing recommendations.

The self-study is followed by a Validation Team review of the program’s self-study report with commentary of the recommendations made. The third stage is a consolidated summary prepared by the Vice President of Student Services and forwarded to the President for review and comment. The fourth stage is a complete compilation of all reports and documents with a final College Summary to be submitted to the Office of the Senior Vice Chancellor of Educational Services. The fifth stage is follow-up activities.
COMPONENTS OF PROGRAM REVIEW

A. Stage One - Self-Study
1. The Vice President of Student Services will coordinate and initiate the self-study activity.
2. The District Institutional Research Office will be responsible for providing statistical data.
3. The appropriate Vice President of Student Services with the Coordinator or Director will form a Student Services Program Review Committee consisting of faculty and staff, who will be responsible for conducting the self-study and submitting the report to the Vice President of Student Services. (Self-study Committees should consist of at least three people. The Chair shall be selected by the Committee.)
4. The self-study report is an in-depth analysis of a Student Services program by faculty/staff. (Part-time faculty/staff who wish to participate should be encouraged to do so.) If a Student Services program has no full-time faculty/staff, part-time faculty/staff shall be appointed by the Vice-President of Student Services and compensated in accordance with contract rules.
5. The self-study report will address each section delineated in the guidelines.
6. The Administrator will submit the self-study document, along with supporting documentation (e.g., evaluations, student progress, surveys, program guidelines) to the Validation Team chair by May 15, 2001.

B. Stage Two - Validation
1. Validation Team members will be selected at the same time as the Program Review Committee Team.
2. The Validation Team reviews and verifies the veracity of the self-study document. The validation process may include visitation, observation, and analysis of a Student Services program area by a team for the purpose of identifying strengths and weaknesses, validating strengths and weaknesses of the report, and formulating recommendations.
3. The Validation Team shall be comprised of at least 3 people: a Dean not involved in the self-study, one or more faculty staff members outside the Student Services program (selected by the Academic Senate), and one or more persons from outside the college. The person selected from outside the College could be from one or more of the following:
   a. Faculty staff at a four year institution in the same Student Services program
   b. Faculty staff at another community college in the same Student Services program
   c. High school Faculty staff in the same Student Services program
   d. Community advisory committee member
4. Validation Team members from outside the District may receive an honorarium to cover travel expenses.
5. The Dean serving on the team shall chair the validation team.
6. Duties of Team Members:
   a. Study the self-study report prepared by the self-study committee, including analysis of enrollment data.
   b. Meet with the team who conducted the self-study
C. Stage Three - Discussion with Vice President of Student Services and Program Review Report to the College President
   1. All reports and responses will be submitted to the Vice President of Student Services by August 6, 2001.
   2. The Vice President of Student Services shall meet with the deans and Program Review Committee to discuss the Self-Study and Validation Team’s recommendations.
   3. The Vice President of Student Services shall prepare a summary evaluation of the report including recommendations and shall present it to the College President by September 7, 2001. An informational copy also shall be forwarded to the College Academic Senate President.

D. Stage Four - Reports Submitted to the District Office
   The College President shall prepare and submit the College Summary along with the Self-Study and Validation Team Review Reports to the Senior Vice Chancellor of Educational Services by October 1, 2001.

E. Stage Five - Follow-up Activities
   The Senior Vice Chancellor of Educational Services will facilitate a District-wide meeting of all program faculty and staff undergoing review. The purpose will be for discussion and identification of all follow-up activities concerning recommendations in the reports of programs reviewed District-wide.

TIMELINE FOR PROGRAM REVIEW
Student Services Program Review will begin with the six-year accreditation cycle:
Beginning spring 2001, we will pilot test the instrument and process on all four campuses. It
will start with the financial Aid program.

GUIDELINES FOR SELF-STUDY PROGRAM REVIEW
The following guidelines are intended to provide a framework for conducting a comprehensive self-study:

1. Establish clear goals and objectives for the self-study process.
2. Conduct a thorough review of the program’s mission, goals, and activities.
3. Gather data from various sources, including faculty, staff, students, and external stakeholders.
4. Analyze the data to identify strengths, weaknesses, and areas for improvement.
5. Develop action plans to address identified needs.
6. Implement and monitor the action plans.
7. Evaluate the effectiveness of the self-study process.

These guidelines are intended to help programs ensure that their self-study process is comprehensive, thorough, and effective.
address each of the areas of emphasis and make recommendations, if appropriate, for both long term and short term goals. To assist the Self-Study Committee in this task, a series of questions follows each of the areas as a GUIDE for developing responses. The committee should also review the College's Mission Statement, Institutional and Division Goals and Priorities, and College Educational Plan, and should determine how they relate to the evaluations and recommendations. 

Because the Perai'a Colleges Financial Aid offices have just completed a review by the Houston Executive Services, the committees could cite findings from this study.

**ACTION PLAN DEADLINES**

A. Vice-President's Meeting
B. Staff selected for Program Review Committee and Validation Teams
C. Introduction to Student Services Program Review
D. May 15, 2001  Self Study completed
E. July 30, 2001  Validation Team report completed
F. Aug. 6, 2001  All reports submitted to Vice President of Student Services
G. Sept. 7, 2001  Final report to College President and Academic Senate President
H. Oct. 1, 2001  College President submits College Summary along with reports to the Senior Vice Chancellor of Educational Services.
PERALTA COMMUNITY COLLEGE DISTRICT

Statistics To Be provided by the District Office Senior Vice Chancellor Of Educational Services at initiation of the Program Review.

A. 1. Enrollment Data & Trend by Program (Four years)
   a. Headcount of Recipients
   b. Full-time/Part-time
   c. Gender
   d. Ethnicity
   e. Age
   f. Day/Evening
   g. Matriculation Status
   h. Educational Level
   i. Enrollment Status
   j. EOPS
   k. DSPS
   l. Major
   m. Goals

2. Financial Aid Office
   a. Number of Applicants vs. Number of Recipients (Unduplicated)
   b. Recipients by types of Financial Aid awards
   c. Financial Aid dollars by types of award
   d. Need for Financial Aid as stated on Application Form

B. Outcome Data (Recipients vs. Non-recipients)
   1. Successful Course Completion Rates
   2. College Retention Rates
   3. Persistence Rates - term to term
   4. Number of students who earned A.A., A.S. Certificates
   5. Grade-point-averages

C. Student Survey - Team to administer short student survey

4. Cost Data
   1. Any direct costs by activity code
      a. Staff (Wage)
      b. Supplies
      c. Travel
      d. Other (e.g., travel)
PERALTA COMMUNITY COLLEGE DISTRICT

Student Services Program Review Format

College ___________________________ Date ___________________________

Title of Program ___________________________

Self-Study Committee Members: ____________________________________________

________________________________________

________________________________________

Committee Chair: __________________________________________

Validation Committee Members: __________________________________________

________________________________________

________________________________________

Committee Chair: __________________________________________

Overall Description and Assessment of the Program

The self study shall begin with the College’s Mission Statement and Institutional Goals and Priorities. This is followed with a short description of the Program, a general statement of the primary goals and objectives of the program, any unique characteristics, concerns or trends affecting the program, and any significant changes or needs anticipated in the next three years. Please include the number of students served. Remember that this is a broad, general assessment versus the more detailed responses and recommendations for both long term and short term covered in the questions below. (Depending upon the program, some of this information may be found in your College Educational Plans.)

A. Briefly describe the Student Services program under review
   1. Include your mission philosophy statement & goals.
   2. Attach an organization chart with staffing FTEs.
   3. List types of services and/or awards offered.
B. Indicate the number of students served the past four years, & evaluate the program to determine whether it has met its 1999-2000 goals and objectives.
   1. State each goal and objective & briefly state whether they were met.
   2. Present one separate section on student outcomes.
   3. State how your program is making a difference for students.

C. Administer and analyze a student survey & recommend changes
   1. Summarize survey results with recommendations & supporting evidences.
   2. If evaluations have been made by outside agencies, summarize their findings in no more than one page.

D. Describe your Staffing, Facilities, Equipment and Financial Aid Process
   1. Discuss whether these were adequate to meet the program’s goals and expectations.
   2. Indicate how staff kept up-to-date with federal, state, and local rules and regulations.
   3. Describe the disbursement process including turnaround time for receiving aid.

E. Describe any external factors such as state laws, changing demographics and funding that impacted the program.
   1. List all external agencies with which you deal.
   2. Attach any reports you have from external agencies.

F. Analyze and describe the impact your program has had on the following indicators
   1. Access. Is the ethnic breakdown of students you serve disproportionate to the general college ethnic distribution?
   2. Successful Course Completion. Does your program have any impact on student course completion rates?
   3. Retention. Does your program have any impact on student retention rates?
   4. Persistence. Does your program have any impact on student persistence rates?

G. Describe your funding situation
   1. Indicate your funding sources and the amounts in your major budget categories.
   2. Indicate what your total funding from all sources has been for the last four years.
   3. Indicate all activities of seeking financial aid funding from all available sources.

H. List in priority order the major problems or challenges the program currently faces and your recommendations to resolve these.

I. Review the college’s latest Accreditation Self-Study Report (or mid-term or focus report which ever is latest)
   1. Individually list each item that relates to your program.
   2. Indicate how your program is addressing each one of these items.
Integrated Planning System Model

Program Review

A. Curriculum  
B. Instruction  
C. Student Success  
D. Staffing & Resource  
E. Staff Development  
F. Community Outreach & Articulation  
G. Accreditation

Unit Plans

Categorical Plans Required by Title 2
Matriculation  
Welfare to Work  
DSPS  
EOPS

Educational Master Plan  
&  
Five Year Facilities Plan

VATEA  
Technology Plans  
Student Success Plans  
SB 848 State Job Training  
Affirmative Action Plans  
Student Equity Plans  
All Title 5 Required Plans

Budget Plan

College Mission and Goals

Institutional Planning & decision making are guided by Mission & Goals

District Mission & Goals

Accreditation  
Quality Assurance  
CTTCCO for compliance  
External Evaluators
Peralta Community College District
333 East 8th Street • Oakland, California 94606 • (510) 466-7200

Ronald J. Temple, Ph.D
Chancellor
August 21, 2001

Kathy Boehm Bauer
3007 Tahoe Place
San Ramon, CA 94583

Dear Kathy:

This letter responds to your stated concerns regarding evaluation of part-time instructors.

By the conclusion of the 2003-2004 year, all presently employed part-time instructors shall have been evaluated. To ensure compliance with the Education Code, the District will apply the procedure specified in Board Policy 3.31, “subsequent evaluation,” to all part-time evaluations—with the exception that: a faculty member who has not yet received an evaluation under Board Policy 3.31 shall receive, upon request, an “initial evaluation” pursuant to that Policy.

We are also concerned about the inconsistency between the categories of evaluation ratings applicable to part-time vs. probationary faculty. As an interim measure, the part-time evaluation categories shall be the same as those agreed to between the Senate, Union and Administration for probationary faculty, e.g., “Superior, Satisfactory, Below Standards, and Unsatisfactory.” (See Board Policy 3.30, ¶11.)

Finally, due to District restructuring, administration of provisions relative to “assistant dean or the dean” shall be administered by Vice Presidents/Deans.

We believe that these steps will ensure our compliance with our legal obligations. These are interim measures the District will follow pending negotiations (and any resulting consultation with the Academic Senate) pursuant to the August 15, 2000 side letter between PFT and the District.

Sincerely,

Judy E. Walters
Sr. Vice Chancellor, Educational Services

cc: Dr. Ronald J. Temple, Chancellor
Dr. George Herring, Sr. Vice Chancellor, Finance & Administration, and COO
Larry Hardy, Associate Vice Chancellor of Human Resources
College Presidents
August 27, 2001

Judy E. Walters
Senior Vice Chancellor of Educational Services
Peralta Community College District
333 East Eighth Street
Oakland, CA 94606

Dear Senior Vice Chancellor Walters:

This letter responds to your correspondence of August 21, 2001, regarding the evaluation of part-time instructors.

The PFT is satisfied with your adept solutions to bringing the District back into compliance with the Education Code concerning part-time faculty evaluations. You have addressed all of our concerns admirably, and we appreciate the measures you have suggested, as well as your helpfulness in meeting with us.

Yours truly,

[Signature]

Kathy Bauer
PFT President

KB'rij

cc: Dr. Ronald J. Temple
PFT Executive Council
COLLEGE OF ALAMEDA

Focused
Midterm
Report

ADDENDUM

December 1, 2001
Detailed Summary of Progress on
College Identified Issues as Expressed in the Planning Agenda
Items of the 1999 Self Study

Standard One: Institutional Mission
The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.

1.3 Institutional planning and decision making are guided by the mission statement.

Plan
1. Continue to refer to implement the College’s mission statement in each planning process.

Progress: The Mission Statement has become the foundation for all college planning, activities, and meetings.

2. Assess how the mission statement may need to be augmented to meet college goals in the years 2003, 2008, and 2013 (i.e. in 5-year increments) during the creation of the Educational Facilities Master Plan.

Progress: The most recent assessment of the Mission Statement took place during an accreditation meeting with all faculty and staff on Professional Day, August 23, 2001, at which time the statement was unanimously reaffirmed.

3. Evaluate how Partnership for Excellence funding projects as well as other projects merge and assist the college’s mission.

Progress: The largest portion of PFE dollars (over $100,000) was allocated to student instructional aides, and the next largest portion went to part-time instructors. Both of these activities certainly merge with and assist the college’s mission of “providing programs which will enable students to transfer to four-year institutions, earn degrees and certificates, improve their basic learning skills, and expand their general knowledge.”

1.4 The institution evaluates and revises its mission statement on a regular basis.

Plan
1. Continue to evaluate the college mission statement for timeliness, appropriateness and relevancy in response to new legislation and community needs and interests.

Progress: The College continues to evaluate its mission, with the most recent assessment of the Mission Statement having taken place during an accreditation workshop with all faculty and staff on Professional Day, August 23, 2001, at which time the mission statement was unanimously reaffirmed.
Standard Two: Institutional Integrity

The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other eternal agencies.

2.1 The institution represents itself clearly, accurately and consistently to its constituencies, the public, and prospective students through its catalogs, publications and statements. Precise, accurate, and current information is provided in the catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admissions and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and governing board.

Plan

1. Modify the language of the current catalog for the 1999-2001 edition to reflect easier readability and comprehension, including additional multiple language entries for important information.

   **Progress:** The language of the 1999-2001 and the 2001-03 catalogs is easier to read and more comprehensible due to a singular editor in the Office of Instruction responsible for its contents. The catalogs have larger print and a user-friendly format.

2. Place responsibility for checking accuracy of academic requirements (i.e., degree and transfer requirements, etc.) for all college publications including the catalog, schedule of classes, instructional brochures and flyers, and marketing information with selected individuals or committee such as the Articulation Officer or College Curriculum Committee.

   **Progress:** The Articulation Officer, a member of the Counseling Department and the college Curriculum Committee, has the responsibility of checking the accuracy of academic requirements for the catalog and any other publication concerning academic degree requirements and transfer requirements.

3. Communicate accurate, updated information, such as program or course deletions and additions, personnel changes in the current administration, faculty, staff and governing board, policy changes, or changes of procedure, to administrators, classified staff, counselors, faculty and students through a catalog addendum mid-cycle. Include the updates in the college catalog online via the district web site.

   **Progress:** Changes or additions will be included in a catalog addendum mid-cycle. The district website should be updated, but there is still a need for greater resources to
update all information on the district and college websites.

4. Update the Student Handbook devoid of excessive educational jargon to facilitate students in successfully completing their academic and/or vocational goals using the institution’s personnel and services to their best advantage.

**Progress:** A Student Handbook is still in progress; it has not been completed due to changes in administration in student services. The Matriculation Committee has produced a student guide to all services. This guide, entitled, “Treasures of the island,” functions as a Student Handbook.

5. Identify funding through planning and/or Budget Committee processes to retain the Faculty Resource Center and personnel to assist in training of college staff and the generation of accurate and current information, publications and documents.

**Progress:** This is still in progress.

6. Develop administrative policy and procedures for electronic formats such as web pages to assure accuracy and precision in representations of the college’s programs to prospective students and the general public.

**Progress:** The college Public Information Officer now reports to the District Director of Marketing so that all publications for prospective students and the general public have a common look and feel. The PIO works with the college and the district to assure accuracy.

7. Update the Faculty Handbook to coincide with catalog revision so that all new information may be presented in a consistent, timely manner.

**Progress:** The Office of Instruction and the Academic Senate are responsible for the Faculty Handbook, which is reviewed on an annual basis.

2.3 Faculty and college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.

**Plan**

1. Schedule flex day sessions, workshops, and training sessions to thoroughly familiarize the faculty with the newly adopted Code of Ethics and its ramifications on academic freedom, the teaching-learning process, and academic standards using the position paper, “Faculty Ethics: Expanding the AAUP Ethical Statement” as a guide; include discussion on the formation of an Ethics Committee as to policies and procedures recommended by the District Academic Senate.

**Progress:** In progress.
2. Encourage constituent groups to develop clear policies for the implementation of academic freedom in the classroom on the part of faculty and students; in the workplace on the part of classified staff and administrators; and in the Board room on the part of the Board of Trustees as they interact with the colleges and the community-at-large.

**Progress:** In progress

3. Include Article 19 (Faculty Grievance Policy) to address perceived academic freedom violations in the Faculty Handbook.

**Progress:** Although Article 19 is not in the Faculty Handbook, it is on the web, and, therefore, easily accessible to the faculty and the public at large.

4. Encourage the development of a Code of Ethics by the Classified Council to address academic freedom as it relates to classified staff’s interaction with students and other college constituencies, as well as how to frame their specific knowledge to distinguish between “personal conviction and proven conclusion.”

**Progress:** In progress.

5. Address how students perceive academic freedom as it pertains to themselves as well as to faculty and other college staff on future student surveys; include determining the ability to distinguish between “personal conviction and proven conclusion” on both student surveys and instructor evaluation forms.

**Progress:** In progress.

2.4 **Institutions which strive to instill specific beliefs or world views or to require codes of conduct of faculty, administrative and support staff or students give clear prior notice of such policies.**

**Plan**

1. Utilize staff development activities or funds to introduce the topic of ethics in the classroom and in the workplace.

**Progress:** In progress.

2. Encourage the development of Codes of Ethics or statements of professional expectations on the part of administrators and classified staff to further delineate codes of conduct for all college personnel in addition to the faculty.

**Progress:** In progress.

3. Re-instate an intervention team to provide assistance and counseling when student behavior proves injurious or disruptive as either a first step toward resolution or at
any point in the process to preserve the integrity of the system and the due process procedure.

**Progress:** The Disruptive Students Manual has been revised to reflect changes in the Education Code. The topic of disruptive students was included in the Professional Day activities of January 2001. The intervention team has not yet been reconstituted due to the absence of a key member, the college nurse; however, the current student services administration is familiar with working with faculty and disruptive students due to their training in conflict resolution.

2.5 **The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violation.**

**Plan**
1. Develop a college-wide plan to ensure that all students are aware of college and District policies regulating student conduct and sanctions for violations. Suggestions include: (a) reinforcing awareness of the Student Code of Conduct through new student orientations; (b) developing an updated Student Handbook detailing academically dishonest behavior and sanctions in easily understood language; and (c) requiring instructors to incorporate statements of honesty or descriptions of an honesty policy complete with clearly defined guidelines for failure in course syllabi.

**Progress:** Although the Student Handbook has not yet been completed, the student code of conduct is covered in all orientation sessions and is included in course syllabi.

2. Utilize the expertise of the college Technology Committee to develop guidelines for copyright compliance in the use of the Internet and other on-line sources.

**Progress:** A policy on copyright compliance was developed by the Technology Committee and approved by the College Council. It is posted in the library and all computer labs.

2.6 **The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

**Plan**
1. Rejuvenate the Student Equity Committee as a sub-committee of the Affirmative Action/Campus Climate Committee to review, prioritize and evaluate activities ensuring equity and to make recommendations to appropriate areas of responsibility for goal completion.

**Progress:** The Affirmative Action Committee/Campus Climate Committee has been rejuvenated and has taken leadership in developing activities to promote student equity.
2. Seek grant funding for planning and implementation of the Student Equity Plan with the express purpose of promoting student retention and success for new majority groups.

**Progress:** The goals and objectives of the Student Equity Plan were subsumed in the goals of Partnership for Excellence. Funding through PFE has been available to fulfill those goals that corresponded with those of the Student Equity plan.

3. Conduct more professional development workshops exploring issues of equity, diversity and cultural harmony; encourage attendance at more cultural activities by faculty and staff to celebrate diversity of expression.

**Progress:** Cultural activities and staff development workshops to celebrate diversity of expression have increased at the college.

4. Encourage minority applicants to seek college employment to reflect the ethnic diversity of the student population among college staff.

**Progress:** PCCD and College of Alameda have reaffirmed their support of the hiring of staff that represents a diversity of the student population.

5. Urge faculty to introduce more examples into their course content, where appropriate, of people of color and women and their contributions.

**Progress:** In progress.

### 2.7 The institution demonstrates honesty and integrity in its athletic program.

**Plan**

1. Hire an athletic trainer for 20-40 hours per week of home game supervision and physical therapy.

**Progress:** Due to lack of funding the above has not occurred, although the recommendation is still part of the Educational plan.

2. Develop a Master Schedule showing dates of all practices, home contests, and other non-college events to coordinate with the Physical Education Department and Business Services Office regarding facility usage scheduling and attendant needs (game set-up, regular maintenance and special maintenance [for non-college events], etc.) and budgetary considerations.

**Progress:** The Business Office keeps a master schedule of all athletic related activities. The Physical Education Department and the Athletic Department have worked together to ensure that there are no scheduling conflicts.
3. Facilitate improved athlete student services by conducting initial orientation sessions by college personnel to inform athletes of instructional and support services, such as requirements and procedures for obtaining financial assistance as well as assistance in filling out necessary forms, and requirements for eligibility, transfer, NCAA Division II and III qualification, etc.

**Progress:** This is in progress. The current Athletic Director has a goal of improving academic performance for all athletes. A counselor is also designated to serve the needs of student athletes.

4. Implement a more rigorous academic monitoring plan by incorporating a mandatory study skills course, with accompanying supervised study hall and provision for tutoring in math and English skills. Institute programs for all athletes to improve their academic success and retention/transfer rates.

**Progress:** In progress.

5. Seek corporate contributions and/or sponsorships in an effort at community involvement to provide the athletic program with additional resources to upgrade its programs, such as the purchase of a new scoreboard, scorer’s table, game chairs, sound system, etc.

**Progress:** In progress.

6. Actively encourage more college and community participation in athletic events through heightened media coverage and close interaction with the ASCOA.

**Progress:** In progress. ASCOA supports and promotes athletic events. The PIO advertises these events to the public.

7. Endeavor to promote an athletic program which is free from practices lacking in integrity by close adherence to federal and state guidelines governing Title IX compliance and District and institutional policies and practices which are non-discriminatory; include information on the above in a Student Athletes Brochure, Coaches Manual and Athletic Director’s Policies and Procedures Handbook.

**Progress:** The current Athletic Director closely adheres to all guidelines concerning Title 9 and other non-discriminatory practices. Both the Vice-President of Student Services and the Athletic Director participate in regional meetings and annual COA meeting to keep up to date on non-discriminatory practices in athletics.
2.8 The institution demonstrates honesty and integrity in its relationships with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure, and self study requirements.

**Plan**

1. Encourage more faculty to participate in the accreditation process so that they can better understand how compliance with Commission standards relates to institutional effectiveness.

**Progress:** Participation in accreditation is encouraged for faculty at all professional development day activities and other activities.

2.9 The institution regularly evaluates and revises institutional policies, practices and publications to ensure integrity in all representations about its mission, programs, and services.

**Plan**

1. Publish the recommendations of the College Council and concomitant approved policies and practices, especially those that reflect the college mission, programs and services, in a timely manner so that all college personnel will be aware and informed of institutional revisions as a result of planning and evaluation.

**Progress:** The recommendations of the College Council are distributed to the college community.

2. Include in all planning efforts an evaluation time line in which policies and practices are reviewed to ascertain goal attainment or successful outcome within a specified time frame.

**Progress:** This is in progress.

**Standard Three: Institutional Effectiveness**

The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes which can be validated by objective evidence.

3A.1 Institutional research is integrated with and supportive of institutional planning and evaluation.
Plan
1. Stress the linking of college plans based on research and planning to determine outcomes and evaluation to measure institutional effectiveness in the achievement of outcomes.

**Progress:** The 15-year Educational Plan is revised annually. The Educational Plan updates reference program evaluation recommendations, establishes goals based on data collected by the Office of Institutional Development. Data for Student Services and Instructional Programs provide background on which student and program success are measured.

2. Publicize and disseminate the research data provided by the Office of Institutional Development more widely.

**Progress:** Research data provided by the Office of Institutional Development is in the process of being disseminated more widely through a number of sources: 1) The Peralta Community College Website; 2) Faculty Professional Day Workshops; 3) Management Workshops/Retreats; 4) Accreditation Workshops; and, 5) the Program Review Process.

The OID, along with campus researchers and administrators, is currently revising the regularly administered Student Satisfaction and Student Climate surveys, which affect revisions for institutional planning. The Peralta Fact Book 2000 was recently updated, distributed and publicized.

3. Encourage college staff to utilize District and college data and information via the Internet in their planning documents once computers and training are made available.

**Progress:** The PCCD website contains a wealth of information about the colleges and district.

4. Work with the Office of Institutional Development to implement more accurate and effective ways to assess and measure student outcomes.

**Progress:** The new college Researcher is working with the Office of Institutional Development to develop more accurate and effective ways to measure and assess student outcomes including basic skills, assessment, placement, success, retention, and matriculation follow-up.

5. Re-evaluate Student Equity Plan activities as to timeliness and completion.

**Progress:** A re-evaluation of the Student Equity Plan is scheduled for Spring 2002, to evaluate progress toward removing institutional barriers to student success.
3A.2 The institution provides the necessary resources for effective research and evaluation.

Plan
1. Implement a Research Committee to gather and analyze data that will assist in ongoing decision-making as to improving campus climate, programs and services.

   Progress: The Research Committee has been reconstituted.

2. Hire a 1.0 grant writer using Partnership for Excellence funds to prepare grant proposals and to serve on the college Research Committee.

   Progress: The college's Research and Planning Officer assists in preparing grant proposals and serves on the college Research Committee.

3. Encourage assessment of college appropriate programs and services by staff to generate data to provide the Research Committee.

   Progress: In progress.

3A.4 The institution provides evidence that its program evaluations lead to improvement of programs and services.

Plan
1. Institute a college Research Committee to assist in assessment and evaluation of how well the institution is meeting its mission and goals.

   Progress: The college Research Committee has been reconstituted.

2. Establish a schedule for program reviews to which adherence will be strongly encouraged.

   Progress: A schedule for program reviews has been established and to which adherence has been maintained.

3. Ensure that research outcomes are distributed more widely on campus.

   Progress: In addition to program review data, research outcomes are presented on the website, monthly newsletters, professional day workshops, management workshops and other forums.

4. Educate the faculty on the importance of assessing programs and services through program review and the results of institutional research.

   Progress: Faculty education on the importance of assessing programs and services is done through program review training, in the development and planning of the
Educational Plan, and through other measures such as the Basic Skills Task Force.

3B.1 The institution defines and publishes its planning process and involves appropriate segments of the college community in the development of institutional plans.

Plan
1. Refine the planning process at the college by involving more college-wide participation.

Progress: The document "College of Alameda's Planning Process report for the years 1997-2002" details the planning process cycle as plans filter down through the institution to managers, faculty, staff, students, and community committees, and are in turn influenced by feedback from these groups.

2. Designate tasks such as action objectives which have been identified in college plans (i.e., review college policies and procedures for revision or further development in the selection and hiring of college personnel to specific committees or other bodies; in this case, the Peralta Federation of Teachers and the Academic Senate) to initiate and evaluate activities designed to achieve the objectives.

Progress: Individual units (academic, student services, and support services programs) develop annual plans at the beginning of each academic year and submit them to their Division Deans. Unit plans are formulated into division plans with recommendations for priorities that are submitted to the College Planning Council. These prioritized plans, staffing requests, and other departmental recommendations are considered and generally set the direction for action objectives for the college (e.g. PFE, FTES-Enrollment Management, budget allocations, human resource allocations, etc.).

3B.3 The institution engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes to improve programs and services.

Plan
1. Use the Institutional Plan and all other college plans with the guidance of planning committees to establish institutional priorities and to link planning and educational, human, fiscal and facility resource allocation in all college plans.

Progress: The 15-year Educational Plan serves as the primary mechanism in identifying human resource needs, and links other planning processes/systems in establishing institutional priorities. The plan is still in process of becoming fully integrated.
2. Adhere more closely to the Planning Process as a guideline for allowing the flow of information to include and involve all segments of the campus community.

**Progress:** College of Alameda is in the process of more closely adhering to the Planning Process as a guideline for allowing the flow of information to include and involve all segments of the campus community.

3C.1 The institution specifies intended institutional outcomes and has clear documentation of their achievement.

**Plan**

1. Continue identifying and specifying intended institutional outcomes in documents disseminated to the campus community and link research and planning to the development of these documents.

**Progress:** Data submitted by the institution to the State Chancellor’s Office to assist in the compilation of MIS reports documents the achievement of institutional outcomes. The updated Peralta Fact Book 2000 also serves as another source of documentation.

3. Initiate a Research Committee headed by a research analyst to work with the PCCD OID to produce data results which will enable the institution to evaluate how well the institution has achieved its intended outcomes.

**Progress:** The Research and Planning Officer heads the Research Committee and works with the Office of Institutional Development on an ongoing basis to produce data that has increased the college’s ability to evaluate how well the institution has achieved its institutional outcomes.

3C.2 The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.

**Plan**

1. Continue advertising to the community the quality programs and services that are part of College of Alameda’s services to the community.

**Progress:** The Office of Public Affairs communicates to the college service area and to the public the quality programs, activities, grants, awards and honors that are part of the community life of the College of Alameda. This office is also responsible for placing ads in newspapers and on radio and television, and for creating quality brochures promoting the college’s programs.

2. Explore new ways to obtain community recognition and support.

**Progress:** The college is exploring new ways to obtain community recognition and support by creating new linkages with community organizations, and hosting campus
services and events (e.g. Multi-Cultural annual fair in conjunction with Alameda Multicultural Community Center, College Night in conjunction with AUSD, the Ecology Fair in conjunction with Friends of Alameda Wildlife, and College of Alameda’s One-Stop Career Center is hosted along with the city and county of Alameda, to name a few).

College of Alameda also collaborates with AUSD, local industry, and community organizations on a number of research projects.

3. Evaluate vocational advisory committees in order to update membership and take advantage of new technologies in the represented vocational areas.

**Progress:** Each vocation program keeps current in its field by having an advisory committee made up of experts in their industry.

3C.3 The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness.

**Plan**

1. Continue to review and evaluate institutional research efforts in all areas of planning to ascertain efficacy for assessing institutional effectiveness.

**Progress:** With the hiring of the new researcher, the college is laying down new foundation with regard to evaluating institutional effectiveness, and will be doing this in near and long term. Evaluation of Institutional research efforts to assess institutional effectiveness is an ongoing collaboration between the institution and the district.

2. Promote the use of data and ways in which it may be applied to assess and evaluate institutional effectiveness.

**Progress:** The institution uses and promotes data to assess and evaluate institutional effectiveness as measured by positive student outcomes and institutional goals, e.g., PFE Goals, FTES.

3. Continue to assess the decision-making process at College of Alameda to ensure institutional effectiveness.

**Progress:** The institution is continuing to assess the decision-making process. Although California regulations require community colleges to have a participatory decision making body, College of Alameda continues to find new ways of making decision-making effective (e.g., Student Plus Enrollment Plus Enrollment Management Task Force; and, surveys among the faculty and staff regarding the decision-making process, etc.).
Standard Four: Educational Programs
The institution offers collegiate level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.

4A.1 The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.

Plan
1. Continue responding to the educational needs of the new TANF students entering the college for job training.

   Progress: College of Alameda continues to provide those programs and services needed by these students in order to meet their job training and future employment goals.

2. Explore additional alliances with business in the surrounding community for computer technician training as the Microsoft and AACC grant award is implemented.

   Progress: During the past three years several additional computer technician training alliances have been entered into by College of Alameda and a variety of local/national telecommunications organizations. Examples of several such associations are:
   - Forty Plus
   - Port of Oakland
   - Cisco
   - Silicon Energy
   - Computer Associates
   - Lawrence Berkeley Lab.
   - Kaiser Permanente
   - Bank of America

   While all of these affiliations have been designed as training opportunities for specific durations of time, the college continues to schedule similar training opportunities for our computer technician students. These efforts have been very successful and continue to expand.

3. Continue to develop technology competencies for faculty and staff.

   Progress: While most of the full time, contract faculty have now been provided with a laptop or desktop computers to enhance and facilitate their instructional, course preparation or research responsibilities and a variety of relevant classes are now
available to suit their interests for staff development, no systematic strategy has thus far been implemented to encourage continued growth and the upgrading of skills or competencies in this area. The recently formed COA Technology Committee has been charged with the responsibility for recommending and ultimately implementing new strategies that will provide expanded support services and resources for faculty and staff in this area.

4. Increase the number of CAN courses through continued and expanded course articulation with the CSU and UC systems.

**Progress:** During the past three years there has been a considerable increase in the number of College of Alameda courses that now qualify under the California State University and University of California Articulation Numbering System.

**4A.2 Programs and courses leading to degrees are offered in a manner which provides students the opportunity to complete the program as announced, within a reasonable time.**

**Plan**

1. Explore curriculum patterns that could offer evening and weekend students the opportunity to complete a transfer, degree or certificate within a reasonable time period.

**Progress:** Development of more courses and programs that provide expanded capabilities to meet articulation, transfer, vocational, degree or certificate needs of all students is an ongoing process. College of Alameda works collaboratively with Laney and Merritt Colleges to offer courses scheduled on Friday evenings and all day Saturday via the Weekend Transfer College classes conducted on the Laney campus. The program is designed to assist students in completing general education requirements for transfer. Alternate scheduling patterns (e.g. block scheduling) have been piloted in basic skills, ESL, DSP&S. The college needs to continue experimenting with schedule sequencing patterns to increase student program and certificate completion rates.

**4A.3 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so the students enrolled may complete their education in a timely manner with a minimum of disruption.**

**Plan**

1. Complete the Educational/Facilities Master Plan by Spring 1999 and based upon this plan, conduct college wide program reviews to assist in catalog revision and new faculty hires as well as future institutional planning.

**Progress:** The rigorous, systematic expansion of program reviews and Educational/Facilities Master Plan updates is assisting in curriculum development and revision to enhance the scope, quality and utility of courses available to students.
4A.4 The institution provides sufficient human, financial, and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery system.

Plan

1. Develop additional ways to inform students about the resources available to them.

   **Progress:** The college has sponsored numerous programs and activities to increase student awareness of academic and student support resources such as: 1) Increased Library Orientations; 2) and, Welcome Back activities highlighting college services jointly sponsored by the College of Alameda Associated Students, Student Services, and EOPS. The college recently activated its Early Alert System whereby faculty members identify students enrolled in their classes who may benefit from tutorial, counseling or other services.

2. Continue to seek grants and other funds for support of programs and technology.

   **Progress:** The college has made progress in linking the allocation of instructional equipment and library materials funds to specific criteria, thereby increasing the equitable distribution of those resources. Computer labs increasing serve diverse instructional programs regardless of student program focus. In Fall 2001, the college began serving as a mentor college in the AACC Microsoft Working Connections Grant Program and co-sponsor of a Women In Technology Grant.

4A.5 The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.

Plan

1. Review the cost effectiveness of attracting a higher FTES against the costs of increased faculty and student service personnel.

   **Progress:** The college convened an Enrollment Management Task Force in Fall 2001 co-chaired by the Vice President's of Instruction and Student Services to establish an holistic, ongoing planning model geared toward increased enrollments, FTES generation, and services to support student success.
4B.1 The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.

Plan
1. Continue to review and rewrite curriculum to provide short-term training for students to enter the work force.

   Progress: CIS has created eight short term weekend courses (3 weekends in length and 1 credit each) with the option of earning a certificate. An E-Commerce one semester certificate program, as well as a 9 week Forklift certificate program, General Clerk Certificate (one semester), Word Processor Certificate (two semesters), Account Clerk I (two semesters), II (three semesters) certificates, Customer Service Certificate (three semesters), Specialist Clerk Certificate (three semesters), and Automotive, are new short term training offerings, as well. Course outlines (October 2001) for other short term classes are in various developmental stages.

2. Develop new certificate programs in technology related subjects.

   Progress: The college is actively engaged in developing new certificate programs in technology related subjects including the CIS short term weekend classes and E-Commerce course referred to above.

4B.2 The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.

Plan
1. Support the implementation of faculty approved course pre and co-requisites.

   Progress: Implementation of faculty approved course pre and co-requisites that follow the mandated validation guidelines are strongly supported. The Curriculum Committee is preparing to update pre and co-requisites in accordance with matriculation standards.

2. Provide for courses to assist the under-prepared students.

   Progress: The college received a Title III grant to support its curricular efforts in basic skills—reading, writing and ESL, instruction and affective strategies to support and assist underprepared students in achieving their educational goals. A Virtual Workplace lab was also opened to accommodate flexible scheduling for CalWorks students. The center is located on the second floor of the library. BUS 207A, Business English; BUS 208, Communication Skills for Technicians; BUS 202.
Business Math, BUS 78, Business Strategies, have been redesigned to meet the needs of students planning to join the work force, but are underprepared in English and Math skills.

The Basic Skills program at the college offers classes in reading, writing and math. The basic skills program has collaborated with Workforce Development at the College, so that curriculum can have a workplace focus. There is a basic skills lab to meet the needs of students.

We have the second largest ESL program in the District. We have created an ESL lab where reading, writing, speaking, grammar, and vocabulary are taught, using multimedia software, which addresses a wide range of levels.

The Virtual Workplace lab was created to accommodate CalWORKS students who need workplace soft and hard skills and who need a flexible schedule. Programs and classes, e.g. Basic Workplace Communication Skills, in this room were designed to use SCANS skills.

4B.3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.

Plan
1. Conduct periodic faculty review of courses to verify currency of material, accuracy of information and relevancy to program.

Progress: Curriculum is reviewed every six years. The college is near completion of the update of all courses with SCANS competencies and new textbooks. Syllabi in each division are created with learning objectives, information about the instructor contact, textbook and schedule of lecture and labs, exams, papers due. The office of instruction will need to systematize and create a more formalized monitoring system for the update of course outlines (e.g. optimally performed during or immediately following program review).

4B.4 All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, or established interdisciplinary core.

Plan
1. Consider offering evening and weekend classes that lead to a degree.

Progress: The Weekend Transfer College enables students to complete general education degree requirements. As the expansion of the Weekend College program at College of Alameda is discussed, market niches will be considered as viable weekend programs leading to a degree.
4B.5 Students completing degree programs demonstrate competence in the use of language and computation.

Plan
1. Faculty will develop “Partnership for Excellence” educational projects on a continuing basis which will improve success outcomes for students.

Progress: Partnership for Excellence funds have been available the past two years. Although new funds were not allocated by the state for the current fiscal year, PFE funds have been allocated to college programs based on specific criteria in support of the PFE state-mandated goals of transfer, degrees and certificate completion, vocational course completion, and basic skills. Funds were also allocated across divisions to directly support instruction in the classroom.

4B.6 The institution documents the technical and professional competence of students completing its vocational and occupational programs including as applicable, State licensing examination results, and job placement rates.

Plan
1. Commit institutional resources to track the work placements of all students, and especially CalWORKS students, completing occupational programs as well as job placements after training to facilitate data collection on student work records as required.

Progress: The college One-Stop and Workforce Development office, as well as individual departments, attempt to track students completing vocational programs, as well as job placement. There is not a systematic, college-wide program for collecting this data and this needs to be addressed.

4.C.3 The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes and an appreciation for cultural diversity that will make them effective learners and citizens.

Plan
1. Encourage the reinstatement of physical education and/or health education to meet a G.E. requirement for life long learning.

Progress: The Health and P.E. programs have not been reinstated as required G.E. classes. However, a comprehensive proposal endorsed by the District Academic Senate has been forwarded to the Peralta District’s administration for consideration and recommendation, and approval by the Board of Trustees.
4C.4 Students completing the institution's general program demonstrate competency in oral and written communication, scientific and quantitative reasoning and critical analysis/logical thinking.

Plan
1. Re-affirm commitment to implementing the goals and activities of the Student Equity Plan.

Progress: College of Alameda is committed to students following the General Curriculum and General Curriculum Transfer emphasis (COA Catalog 2001-2003), students completing the institution's general program demonstrate competency as a result of completing course work in the following:

- Area A: Humanities
- Area B: Natural Sciences
- Area C: Social Sciences

In addition to the above, students who are planning to transfer to the (CSU) or (UC) demonstrate transfer readiness by completing the Inter-segmental General Education Transfer Curriculum (IGETC) in the following areas:

- Area 1: English Communication
- Area 2: Mathematical Concepts and Quantitative
- Area 3: Arts and Humanities
- Area 4: Social and Behavioral Sciences
- Area 5: Physical and Biological Sciences

4D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes emphasize the central role of faculty in developing, implementing and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.

Plan
1. Encourage the Office of Institutional Planning and Development to develop succinct generic guidelines for program review.

Progress: District-wide guidelines for conducting program review were developed in Fall 1999 and implemented in Spring 2000. To date, 14 instructional program reviews have been completed and one student service program review is scheduled for completion in Fall 2001.

2. Work within the District Technology Plan and data processing center to implement a simplified computer interface with the district data bank for easier access to information.
Progress: Training for managers, faculty/staff orientation sessions on the proposed new district intra-net system, on-going updates via the District's mainframe “wiz” system and website have promoted easier access to information.

3. Hire or assign release time to a research analyst to gather the necessary data for analysis and evaluation of courses and programs to assist in long range planning of all programs.

Progress: A Research and Planning Officer was hired to assist with data collection, analysis, grant-writing and college projects. The effect of ongoing utilization of data to support college-wide strategic planning, allocation of resources, and as a foundation for decision-making will need to be evaluated.

4. Provide staff training to assist in the retrieval of data on-line in the preparation of program reviews and to utilize the results to identify areas in need of strengthening or revision and subsequent resource allocation to implement strategies for improvement.

Progress: Staff training to assist in the program review process was implemented in Spring 2000. Training related to program review is discipline/program specific and conducted by the District Office of Educational Services and Office of Institutional Research for faculty, administrators, and staff prior to any program review process. The training focuses on program specific data, available district data and survey information, and provides opportunities to clarify program review guidelines and procedures.

4D.2 The institution ensures the quality of instruction, academic rigor and educational effectiveness of all its courses and programs regardless of service location or instructional delivery service.

Plan

1. Facilitate mentoring between full-time faculty and part-time faculty within the disciplines to ensure the integrity of the course content.

Progress: Course outline information is provided to all part-time faculty upon initial hire. Relationships between part-time and full-time faculty are informally promoted at the division level. Regular division meetings are held for all faculty while some discipline meetings are conducted more consistently than in others.

The implementation of office hours for part-time faculty teaching two or more courses has created potential for greater involvement of part-time faculty with students and college life. However, more formalized structures to ensure connections between part-time and full-time faculty need to be developed. Opening a new Teaching and Learning Center (under discussion) to serve as a faculty development/resource center, particularly in instructional technology may also assist in achieving this goal.
2. Urge the Academic Senate to encourage fulfillment of professional responsibility by faculty to conduct peer evaluations.

**Progress:** The Academic Senate and Peralta Federation of Teachers, the District and College have worked together to integrate peer evaluations into the evaluation processes for tenured, tenure-track, and part-time faculty.

3. Require the review of course outlines for telecommunication courses by the college Curriculum Committee needs to ensure content rigor and integrity of student performance outcomes.

**Progress:** Each college in the district offers courses via Distance Education (telecourses, on-line, teleWEB). These offerings at College of Alameda are in compliance with CCR.TR sections 51865, 53200, and 55370 through 55389. Course outlines undergo the same rigor and review as for all course offerings.

4D.3 The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and based upon generally accepted norms or equivalencies.

**Plan**
1. Delineate methods and responsibilities of providing part-time faculty with the Course Outline of Record (COR) and orientation to the requirements of the discipline by full time faculty.

**Progress:** Division Deans provide the Course Outline of Record (COR) to all part time faculty upon hire and class assignments. The feasibility of a general part-time faculty orientation conducted by the Office of Instruction will be considered.

4D.5 The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.

**Plan**
1. Maintain the present level of involvement with technology development with a view toward judicious prioritization of needs and resources related to electronic classrooms and the maintenance necessary to support them.

**Progress:** A key and active standing committee included in the College's governance structure is a Technology Committee that meets monthly. The committee's membership includes the college network coordinators for instructional and administrative computing, faculty, administrators, and staff. This structure facilitates planning and communication in regards to technology development, training, and planning for college-wide needs and resources.
2. Increase staff development training to expand the faculty's proficiency in computer use for instruction.

**Progress:** The college encourages training to increase faculty proficiency in computer use via the Academic Senate's Staff Development Committee funds. The Technology Committee and Staff Development Committee are collaborating to maximize resources for faculty proficiency in technology and the integration of technology into the teaching and learning process.

3. Continue to explore marketing of on-line courses.

**Progress:** The college is a member of the California Virtual College system and currently has two on-line courses that were developed by faculty in Geography and CIS. A wide variety of on-line fee-based courses are offered each semester.

**4D.7 Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on Principles of Good Practice in Distance Education.**

**Plan**
1. Review options for offering classes on the internet.

**Progress:** This plan will be explored in the 2002-2003 academic year.

**Standard Five: Student Support And Development**

*The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.*

5.1 **The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with its policies.**

**Plan**
1. Implement recruitment strategies outlined in the Enrollment Management Plan.

**Progress:** Most of the recruitment strategies outlined in the Enrollment Management plan of 1998-99 were implemented. That plan is in the process of being updated as the 2001-2002 Enrollment Management plan.

2. Implement enrollment strategies and practices outlined in the Enrollment Management Plan to focus on improved program and course offerings as well as support services.
Progress: The enrollment strategies have been implemented. Once per semester, prior to the next semester’s enrollment, the Vice-President of Student Services calls together all constituencies to plan for the next semester’s enrollment.

3. Re-vitalize the Student Equity Committee to work with the appropriate campus constituencies to develop campus support in addressing student barriers to access.

Progress: The Student Equity committee has been revitalized as the Campus Climate committee to work with all constituencies to develop campus support in addressing student barriers to access. Customer service training has been implemented as an element of the Student Success Project to address barriers to student access.

5.2 The institution provides to all prospective and currently enrolled students current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards and complaint and grievance procedures.

Plan
1. Develop an updated student handbook which will present accurate, concise and easily understood information on admissions and other policies relevant to educational planning and success.

Progress: The student handbook is in progress.

2. Implement the Enrollment Management Plan and Student Equity Plan activities with a view toward providing easier access to the college’s programs and services through various modes and methods of delivery of accurate and consistent information.

Progress: The Student Services administrators and the Student Services Council will implement the Enrollment Management Plan and the Student Equity Plan to provide easier access to the college’s programs and services.

3. Develop and expand the Student Information Center to improve student referral and dissemination of accurate and/or updated information.

Progress: The Information Center is staffed by Student Ambassadors, who are trained, to improve more accurate dissemination of information.

4. Develop and incorporate the use of image-enhancement marketing tools that reflect the college’s programs and services with accuracy, consistency and continuity.

Progress: The District and college have implemented procedures to ensure that college publications are accurate, consistent, and continuous. Efforts are ongoing.
5.3 The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.

Plan

1. Refine an organizational design which reflects a more horizontal span of planning, implementation, delegation, and evaluation of unit responsibilities under the direction of both Student Services administrators.

   Progress: The Student Services Council, comprised of the administrators and program coordinators, meets twice per month to plan and implement unit responsibilities.

2. Develop an integrated strategic plan to provide improved services to student customers which will identify external and internal factors that affect services to students.

   Progress: In July 2001 the Student Success Project, Part I, was completed and presented to the Board; the ongoing work is designed to improve services to student customers throughout the district.

3. Develop a model of service delivery that is student centered and customer focused; provide staff development opportunities to promote professional attitude, efficient methods and new technology in delivering quality services to students.

   Progress: The Student Success Project promotes a model of service delivery that is student centered and stresses standardization of student services across the district.

4. Institute evaluation and assessment of programs, services, personnel as an integral part of program planning and implementation and as a basis for improvement.

   Progress: Program review for Student Services as a whole was undertaken as part of the Student Success Project. The first student service to be reviewed is Financial Aid.

5. Implement program initiatives that reflect maximal utilization of limited human and fiscal resources.

   Progress: Student Services is understaffed and under funded. Through the Student Services Council new initiatives are undertaken with a team approach that maximizes human and fiscal resources. For example, events are designed to recruit and retain students such as the Welcome Back Bash, the Summer Extravaganza, and Project Access. Student Services staff are encouraged to participate.

6. Design sound operational plan with accreditation standard guidelines, Federal and State mandates, district and college goals and staff input to guide policies and procedures.
Progress: In progress.

7. Provide for needed facility and equipment upgrades to support the operations of each unit.

Progress: The Student Services Council has elected to use its instructional equipment funds to provide computer upgrades for all programs within student services.

8. Assist in the development and support the ongoing efforts by all counselors to initiate, update and revise the hardcopy and electronic version of Student Educational Plans; stress effective utilization of computer technology and provide training to support improved performance of counseling staff.

Progress: Training of all counselors was done in November 2000, July 2001, and September 2001. Training included use of the educational plans and the district counseling screens, as well as transfer information. The electronic student educational plan is still in progress.

9. Implement matriculation training for the entire campus community; encourage faculty to participate in matriculation activities, such as faculty advising, for maximum student success and to improve communication between counselors and faculty.

Progress: Matriculation training was done for the entire campus community in January 2001. Faculty advising Day was held in April 2001 and will be done on a yearly basis thereafter. Faculty members are invited to counselor meetings to provide information on new programs and discuss ways to improve services for students.

10. Develop an integrated campus-wide orientation program in support of the college’s Student Equity Plan; solicit support of campus stake-holders (i.e., Faculty Senate) to accept responsibility for implementation of activities within their purview to identify and address educational student support needs.

Progress: The Basic Skills task force and the orientation sub-committee of the Matriculation Advisory Committee discuss improved orientation. This is still in progress.

5.4 The institution involves students, as appropriate, in planning and evaluating student support and development services.

Plan
1. Continue to actively seek student representation on campus-wide committees as appropriate.

Progress: Student representatives are encouraged to participate on campus-wide committees.
2. Encourage the student-generated *Cougar Courier* to solicit suggestions for improvements in campus climate and satisfaction which can be relayed to the appropriate committees or administrators for consideration; publish the disposition or resolution of major concerns.

**Progress:** The Cougar Courier still operates on an ad hoc basis due to varying resources of student Activities.

3. Conduct campus climate and satisfaction surveys in between those conducted by the PCCD Office of Institutional Development to assess areas for needed improvement on a timely basis.

**Progress:** Student focus groups were done as part of the Customer Service Training initiated in August 2001. New campus climate and satisfaction surveys will be considered for the current self-study process.

4. Inform students as to the results of their survey responses and how the information will be used.

**Progress:** This has not been done, although the Student Success Project will invite student comment.

5.5 Admissions and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.

**Plan**

1. Integrate the ESL assessment into the overall assessment package.

**Progress:** The ESL assessment is done as a part of the mandated matriculation assessment.

2. Integrate the use of multiple measures in the assessment process with the role of counselors and faculty supported by computer software.

**Progress:** In fall 2000 COMPASS, a computerized assessment protocol was initiated. The assessment includes a multiple measure assessment. Counselors have been trained on the use of the new assessment instrument.

3. Develop a holistic assessment of students utilizing national and state workforce guidelines and initiatives.

**Progress:** An assessment of adherence to the SCANS competencies are a part of all course outlines. All Counselors had EURiKA and Choices software on their computers. Counselors have been trained in the use of the software which provides a holistic assessment of readiness in light of national and state workforce initiatives.
5.6 The institution provides appropriate, comprehensive, reliable and accessible services to its students regardless of service location or delivery method.

Plan
1. Identify possible facility areas where the majority of student services can be effectively and efficiently provided without undue loss of instructional areas.

   Progress: In Fall 2002 the west wing of the A building will be remodeled to accommodate a majority of student services to promote an "One-Stop" Student Services concept.

2. Review and strengthen Matriculation Plan activities which provide guidance and direction for much of the delivery of student services.

   Progress: A matriculation review was done in the Spring of 2000. The reconstituted Matriculation advisory committee began meeting in Fall 2000 to rewrite the College of Alameda matriculation plan. The committee has endorsed the filling of the vacancy for the Matriculation Coordinator/Counselor, a position left unfilled since 1995.

3. Utilize the Enrollment Management Plan activities to shape adjustments to meeting students' needs especially in the areas of outreach, access and admissions.

   Progress: In Fall 2001 The VPs of Instruction and Student Services launched Students Plus, the Enrollment Management Task Force. Recruitment and retention are key elements of the Plan.

4. Identify activities in the Student Equity Plan which remove institutional barriers to success by providing support services designed to facilitate access and smooth transitioning into academic vocational pathways.

   Progress: In progress by the Student Services Council

5.7 The institution, in keeping with its mission, creates and maintains a campus climate which serves and supports its diverse student population.

Plan
1. Utilize the Student Equity Plan to identify issues of diversity which mitigate against a supportive campus climate for students.

   Progress: The Student Equity plan has identified areas needing improvement in providing a supportive campus environment for students. The plan needs ongoing review by all campus constituencies, particularly by the Student Services Council
2. Develop a college policy on accommodations to provide for academic adjustments and access to instruction and services in accordance with the Americans with Disabilities Act.

**Progress:** The Board of Trustees has adopted a policy on accommodations. The policy still needs refinement to truly address accommodations. Procedures on accommodations are in the Faculty Handbook. DSPS staff work with divisions to continually train faculty on the procedures.

3. Identify bilingual personnel campus-wide and develop a resource list to which to refer students with limited English-speaking skills.

**Progress:** Bilingual personnel have been identified for referral of students with limited English speaking skills.

4. Schedule orientation sessions using bilingual personnel which may include student workers who are very familiar with programs and services to conduct simultaneous but separate orientations; develop orientation videos or compact disks in different languages to present in group or individual sessions.

**Progress:** This is in progress. Student ambassadors who speak targeted languages will be used to enhance orientation.

5. Re-visit college staff development opportunities (workshops, Professional Day activities, open mike forum, retreats, special presentations, etc.) to sensitize faculty and staff to issues of diversity.

**Progress:** The Campus Climate Committee has reinstituted the open mike forum to sensitive faculty and staff. The committee held Unity Week in Fall 2000 and several forums in Fall 2001.

6. Encourage faculty to develop and offer more courses which address diversity, i.e., "The Aging US Population" and other areas of gerontology, etc., and to emphasize contributions of women and people of color in their current courses.

**Progress:** The Curriculum Committee encourages new courses, which address diversity. Integration of multiculturalism across the curriculum will be open to consideration.

7. Seek to increase the numbers of qualified faculty and staff who reflect the diverse population of the college.

**Progress:** Although targeted goals to target specific groups are no longer prescribed by State law, College of Alameda seeks to increase the numbers who reflect the college population.
8. Explore methods to foster student integration in all campus student activities.

**Progress:** ASCOA with the support of Student Services fosters the integration of students in all campus student activities.

5.8. The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.

**Plan**

1. Encourage the college and ASCOA to establish a Volunteer Center with joint planning among all constituencies to link learning outcomes to community service; explore grant funding to integrate Service Learning into the curriculum.

**Progress:** The integration of service learning into the curriculum still has not been done to a great extent although the managers of the college support this.

2. Attempt to involve more students in the planning, development, delivery and evaluation of co-curricular activities.

**Progress:** Students are involved in the planning, development, delivery and evaluation of activities carried out by the Student Services Council and the Campus Climate committee.

3. Incorporate more technology into ASCOA record-keeping and activities; explore incorporation of material on disk, such as the college scholarship application form, for ease of access and readability.

**Progress:** ASCOA now has their bookkeeping in a computerized format. The college Scholarship information is on computer.

5.9 Student records are maintained permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.

**Plan**

1. Review current District policies and practices with District personnel to ascertain effectiveness in maintaining campus student records as to permanence, security and confidentiality; seek to develop new policies and practices where appropriate to ensure that accreditation standards are met.

**Progress:** The district has engaged the services of a document-handling firm to warehouse student records electronically as well as in paper.
2. Require managers to conduct orientation and training sessions for all instructional staff and Student Services personnel as well as student workers to Education Code and FERPA provisions.

**Progress:** This needs to be done on a campus wide basis.

3. Conduct a faculty development workshop among faculty to identify issues of confidentiality in generating and handling of student records such as grades, reports, etc.

**Progress:** Although a faculty development workshop has not been done, the Deans have worked with faculty on confidentiality of records. The posting of student grades with social security numbers is no longer done.

4. Develop an approved policy and protocol governing student record confidentiality from a faculty development workshop to be published in the Faculty Handbook as well as disseminated campus-wide.

**Progress:** Progress has yet to be made in this area.

5. Conduct a staff development workshop among all classified workers who have access to student records as to development of policies and practices not established by the District to ensure maintenance of student records as to permanence, security and confidentiality; publish and disseminate approved policies and protocol to all pertinent personnel.

**Progress:** Progress has yet to be made in this area.

6. Seek the development of written policies and procedures by the District Admissions and Records Office using information gathered from all workshops.

**Progress:** The District Admissions and Records office has a written policy on confidentiality.

5.10 The institution systematically evaluates the appropriateness, adequacy and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

**Plan**

1. Encourage institutional participation in staff development workshops to create and develop processes for institutional effectiveness assessment.

**Progress:** All levels of the institution are encouraged to participate in staff development workshops although it is difficult for student services staff to participate during peak enrollment periods. However, a college team has participated in the state’s Assessment Conference the past two years.
2. Advocate strongly the creation of a viable Research Committee headed by a research analyst to work closely with the District Office of Institutional Development to assist in the long-term planning of outcome and institutional effectiveness goals as mandated by the Partnership for Excellence initiative.

**Progress:** The Research Committee co-chaired by the VP of Student Services and the college Researcher began to meet in Fall 2001. They work closely with the District Office of Institutional Development.

3. Complete program reviews for all Student Services units by December, 1998, utilizing available data, plan for incremental changes to assess and improve delivery of services using identified funding, staffing and related resources.

**Progress:** EOPS was reviewed in 1997. Matriculation was reviewed in Spring 2000. Financial Aid is in progress of compliant program reviews. All other Student Services will be reviewed according to a schedule.

4. Develop policies and procedures which provide cohesion to operations performed within and extraneous to each service unit.

**Progress:** Student Services Administrators have developed the Student Services council, comprised of all program coordinators, to provide service cohesion. Counseling, Articulation, and transfer personnel meet twice a month. The Student Services Administrators and their staff meet weekly. These meetings assist in forging cohesive groups to develop policies and procedures.

*Standard Six - Information And Learning Resources*

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

6.1 Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, data bases, and other repositories, are sufficient to support the courses, programs, and degrees wherever offered.

**Plan**

1. Increase the budget for books and subscriptions.

**Progress:** Library budgets have remained flat over the past four years. External funding has been used to augment collections. State Equipment and Library Materials funds have accounted for new acquisitions in reference and circulating book collections. Library Automation funds from state TTIP monies have mandated
the addition of electronic databases. COA subscribes to eleven databases which offer access to more than 2000 periodicals, many of which provide full text articles.

2. Explore the provision of administrative oversight through a Learning Resource Center Coordinator to coordinate the Title III lab and other basic skills and specialized learning resources.

Progress: As a result of a series of meetings of the Basic Skills Task Force headed by the college president at the time, two faculty were placed on special assignment beginning Fall 2000 to coordinate the programs and services related to basic skills. Duties and responsibilities continue to evolve.

At the same time, the faculty member responsible for the college-wide Writing Center expanded his responsibilities to oversee the day-to-day operations of the Learning Lab, the former Title III Lab.

Effective Fall 2001 with the new college president, co-coordinators are to meet with each other regularly and meet with both Vice-Presidents every two weeks. Instructional co-coordinator is also meeting with the Vice President of Instruction and all Division Deans on a monthly basis.

3. Continue to fund the Learning Resources Coordinator position and hire a full-time secretary.

Progress: The faculty on special assignment to co-coordinate the basic skills programs and services are funded through PFE funds. Each faculty member is responsible for most clerical responsibilities.

4. Provide a full-time faculty member to teach basic skills and ESL in the computer Learning Lab.

Progress: In the past three years, College of Alameda has hired four new tenure-tracked faculty members, and all of them have been part of the staff in the Learning Lab. Three of them have Faculty Service Areas that include English as a Second Language.

5. Encourage faculty primarily from English, math, and social sciences disciplines to evaluate the audio and video tape collection at the AV center for relevance and currency.

Progress: Faculty from the English and Humanities continue to evaluate the collection of audio and video materials for relevance and to enhance the collection with new additions to remain current.

6. Employ more regularly funded instructional assistants to assist students in the Learning Lab (Title III lab) and the Social Sciences lab (L202).
Progress: Since the end of the Title III grant, funding for instructional aides and tutors for the Learning Lab and the Science/Social Science Lab come from a number of sources: General Funds, PFE, Work-Study, and CalWorks.

7. Consider relocating the Alameda One Stop Career Center to provide more appropriate accommodations for college and community partners and provide for more space for career resources.

Progress: According to the Vice President of Student Services, the College of Alameda management team is exploring several options that will result in the moving of the One-Stop Career Center from building L. These discussions are ongoing.

8. Hire a college orientation/intake specialist to staff the help desk at the One-Stop Center.

Progress: An orientation/intake specialist has been hired to staff the help desk at the One-Stop Center.

9. Seek funding to hire a computer specialist with skills in graphic design to assist faculty in developing computer assisted instructional materials for the classroom.

Progress: During the 1999-2000 academic year, the Staff Development Committee decided not to hire a computer specialist with graphic design skills. Instead the committee funded a consultant to work out of the Faculty Resource Center to help faculty and staff develop skills to use technology for instruction.

10. Encourage faculty to seek new and innovative ways to use available technology as instruction and resources through well-publicized training workshops on a set schedule with rotating topics, follow-up with individual fliers.

Progress: The consultant hired for 1999-2000 provided workshops appropriate for the faculty based on a survey. Topics were rotated and offered at convenient times for faculty and staff, and trainings were publicized through flyers. Additionally, the college began a weekend college primarily to capture students who needed computer skills or English as a Second Language classes. Some faculty chose to attend 3-week intensives in computer applications to gain needed skills for classroom purposes.

6.2 Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.

Plan
1. Coordinate selection and acquisition of computers and software campus-wide by technology staff to provide for networking and compatibility.
Progress: Coordinated through the Business Office, administrative and instructional network coordinators are charged with reviewing requests from their respective areas. In addition, the COA Technology Committee and the PCCD Enterprise/IT Committee review and recommend hardware and software specifications. District-wide software licensing agreements are developed through consultation with the campus to ensure that the software will be compatible and function on our networks. In many instances, software is now purchased by PCCD and installed at COA. Forms and instructions related to hardware and software specifications and compatibility are in Section VI, “Technology Administrative Services” of the COA Administrative Services Handbook that is distributed to all new employees and to all employees on an annual basis. (Mike Donaldson)

2. Assure adequate funding for new courses to acquire library and learning resource materials (including textbooks) sufficient in quantity, quality and currentness to support new course or program offerings.

Progress: Funding for new courses is the province of Deans of Instruction and there has not been any information distributed that identify new funds to acquire library materials associated with new courses. The Curriculum Committee assesses adequacy of library learning resources in the course approval/revision process. COA Academic Senate has been very helpful in assisting library staff to request extra desk copies of textbooks to augment the library textbook collection.

3. Examine the quality and availability of audio-visual services to ascertain the need to acquire additional learning resource materials and equipment and to integrate audio visual capability with computer technology.

Progress: Audio-visual services computers were upgraded as part of the Library Automation Project. Staff computers were upgraded or added and a circulation workstation was installed.

4. Increase the audio visual budget with funds for equipment repair, replacement and timely maintenance.

Progress: Over the past four years, the general fund budget for audio visual repairs and equipment has remained steady, and during the same time state equipment funds have increased to purchase and maintain new equipment.

6.4 The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.

Plan
1. Continue to sponsor training programs for tutors and instructional assistants across the curriculum.
Progress: The Tutoring Center continues to offer training programs for tutors and instructional assistants across the curriculum. The Basic Skills Co-coordinator has also offered workshops for faculty in English and Math. Workshops focusing on math study strategies, math for LD students, and learning theory were open to all instructional aides as well.

2. Improve and expand alternative delivery systems such as electronic classrooms and distance learning.

Progress: Plans to expand electronic classrooms will be incorporated into the Measure E capital improvement projects.

3. Urge the completion of the library automation project to provide the college community with faster access to and utilization of information.

Progress: The library automation project equipment was upgraded in Spring Semester, 2001. Student and staff workstations were outfitted with new computers and monitors to accommodate the upgraded Horizon Online System provided by Epixtech. Students and staff now have access to eleven electronic databases, the Peralta district online catalog, several local library catalogs, and the Internet. Further development of district infrastructure during this academic year will vastly improve local access and make it possible to provide remote access for Peralta library users.

4. Implement a campus-wide general-use computer center connected to all other campus computer labs via the college LAN and district WAN.

Progress: The Campus Network Coordinator has completed the implementation of a campus-wide general use computer center that is connected to all other computer labs via the college LAN and district WAN. All labs are interconnected, and the same network OS will be used by next month.

5. Improve the quality of computer-assisted instruction by on-going staff development projects that include training in the effective application of information technology to student learning.

Progress: The Staff Development Committee continues to fund faculty who seek ways to integrate information technology with student learning. Faculty have reviewed software, developed web pages, created PowerPoint presentations, and made video tapes for student use. CalWorks is currently funding the curriculum design and pilot course in ESL for Allied Health Services, which entails both classroom learning and practice in a lab with computer-assisted instruction. The Business and English departments are enhancing the curriculum in the “Virtual Workplace,” a lab to develop workplace communication skills.

6. Include hours of operation for the library/learning resource center and a description of each learning resource area in the Student Handbook.
Progress: Library hours are posted on the door of building L and on handouts that are distributed at each class orientation and from the reference desk in response to queries. A comprehensive brochure of the college has showcased all the programs and services of the college, including hours of operation.

7. Encourage publication of a brief description of each college program or support service in the ASCOA publication, *Cougar Courier*, to heighten and promote campus awareness; implement more effective communication (signage, specific location of services, maps of Building L, open houses, etc.,) about the library/learning resource Progress.

Progress: Starting with Summer 2001, the new ASCOA president has not only disseminated information on college programs and support services in his newsletter but also organized special summer and fall events to welcome students and provide information tables.

The Library/Learning Resource Center has an open house each semester, and brochures with a short narrative about programs and services are available.

6.5 The institution provides sufficient and consistent financial support for the effective maintenance, security and improvement of the information and learning resources.

Plan

1. Continue discussions as to shared and separate responsibilities for library and learning resources staff and the possible integration of both services.

Progress: Discussions are ongoing among college services housed on the second floor of building L. Apparently, those service staff persons are interested in sharing resources and integrating their services under the direction of a Learning Resources Coordinator. Library and AV services are not promoting changes in current coordination of Library and AV services.

2. Utilize security measures, including staff visibility, to minimize thefts of books, software, and hardware; publish a policy and procedures for all library/learning resources staff.

Progress: The library utilizes the Tattle Tape system by 3M company for the security of library materials.
6.7 The library has plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.

Plan
1. Continue to augment library staff to include more full-time and hourly librarians as well as student assistants and technology personnel that might be shared with the electronic labs housed in Building L.

Progress: Request for additional staff have been included in the Educational Master Plan, the Institutional Plan, in requests for the use of Partnerships for Excellence funds, and in unfunded needs requests to the Office of Instruction. Additional librarians will be needed to respond to Information Competency requirements which may soon be mandated by the state chancellor’s office. Librarians are needed to teach students how to do research and how to use the growing numbers of electronic sources of information. A full-time librarian has been hired since the last self study, although the number of full time librarians remain at two.

2. Establish the Building L ad hoc committee as a standing committee of the college to provide direction for and integration of all instructional and support services housed in building L until such time as more formal administrative oversight can be established.

Progress: During the last phase of the Title III grant in 1999, a Building L ad hoc committee had been formed; meeting when issues of common interest arise or an open house is being planned.

3. Increase library funding to expand periodicals holding and update indexing, replace out-of-date reference books, increase book acquisitions, on-line data bases, compact disks and other electronic materials.

Progress: State Equipment and Library Materials funds have been used to acquire new reference and circulating books, and periodical subscriptions. TTIP library funds provided by the state are used to pay for the eleven electronic databases in the library at the present time.

4. Acquire needed non-instructional equipment such as tables, low shelving, carrels, etc.

Progress: Some non-instructional equipment has been purchased. Low shelving for print indexes and general encyclopedia was installed in Spring 2001. A new networkable microfilm reader printer is on order and librarians are reviewing several proposals for the purchase of a CD ROM tower. No additional tables and chairs have been ordered to this date.
5. Conduct regular discussions in assessing and evaluating the technological needs of the library/learning resource labs as well as other campus electronic labs and classrooms in the interest of future institutional effectiveness.

**Progress:** The college technology team, including the Electronics Technician in the Audio-Visual Services, meets once a week for status checks of on-going projects, new information about products and equipment, and requests from faculty.

The District holds semi-weekly meetings with Campus Network Coordinators from all four campuses. The District’s consultants charged with the oversight of all campuses have helped to improve services and institutional effectiveness.

6. Increase communication between library/learning resource area staff and classroom instructors to keep college staff informed about new developments in learning technologies.

**Progress:** In January, 1999, a full-time Systems/Technical Processing Librarian was hired. In addition to working with instructors on focused class orientations, the Systems Librarian produces a list of new books that also includes electronic databases. The library subscribes to eleven databases and teaches the use of them to classes and instructors.

7. Encourage awareness of learning resource programs and services through student publications and other campus communication instruments.

**Progress:** The Office of Student Support Services is publishing “Treasures of the Island,” a comprehensive overview of the programs and services available to all students. The brochure includes location, hours of operation, and phone numbers.

For special events held in the college quad area where information tables are encouraged, staff has been present with flyers and brochures.

8. Design and administer a feedback form for lab users.

**Progress:** Schedule implementation for 2002-03.

9. Offer library research courses.

**Progress:** COA Curriculum committee has approved the library course, LIS 85: Introduction to Library Resources. It is listed in the current college catalog. It will be offered when an instructional librarian is hired. Current librarians continue to offer class orientations and one-on-one assistance at the reference desk.
Standard Seven: Faculty and Staff

The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.

7A.1 The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.

Plan
1. Develop personnel planning and budgeting policies to create an easier transition in filling vacated positions as soon as possible to ensure program viability.

Progress: The college business office has a Vacate Position Control form, which the divisions are responsible for filling out, thereby notifying the College of clerical and certificated staff vacancies. Each division keeps current a file of temporary part time faculty and staff who might be available to work. The college has been hampered this past year in hiring permanent certificated and classified staff due to a District imposed hiring freeze.

2. Re-visit the District Diversity Internship program to include interns in at-risk programs and to foster diversity in the educational process of students.

Progress: The college has an active faculty internship program. FY 00-01 several disciplines including Aviation, CIS, English, Business, and Psychology participated in the internship program.

7A.2 Criteria, qualifications, and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.

Plan
1. Continue to inject cultural pluralism and sensitivity into college instruction, programs and services by hiring qualified candidates reflecting ethnic diversity.

Progress: On all hiring panels there is at least one question concerning the candidate's sensitivity to cultural diversity. FY 00-01 and 01-02 the college has made an extra effort to enroll women in non-traditional trade and technology programs, such as Diesel Mechanics, CISCO networking, and Auto Mechanics, by partnering with IWITTS (Institute for Women in Trades and Technology). The college will host a Women in Technology Fair November 9, 2001.
2. Promote institutional support in the integration of academic and vocational course offerings campus-wide and seek to diversify the Faculty Service Areas to include applicants who may possess interdisciplinary degrees.

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

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

**Plan**

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

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

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

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

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

**Plan**

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

**Progress:** The faculty evaluation process has been reviewed and revised in an attempt to support faculty involvement.
2. Assist area managers in completing annual evaluation of their classified employees as a contractual obligation

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

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

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

**Plan**

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

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

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

**Plan**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Progress: A counselor retreat is planned for Spring 2002.

4. Utilize evaluations for future planning.
Progress: Evaluations will be used in planning future counselor retreats.

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

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

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

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

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

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

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

3. Provide better dissemination of district policies and procedures

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

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

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

Progress: The District has made significant progress in maintaining equity standards, balancing screening committees, and allowing greater flexibility in the questioning process of screening interviews.
2. While adhering to those standards, explore using greater flexibility in balancing screening committee in areas where it is extremely difficult to find ideal balance.

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

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

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

**Standard Eight: Physical Resources**

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

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

**Plan**

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

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

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

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

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

Progress: Information systems improvements are in progress through review by the Technology Committee, the units and divisions, and the instructional and administrative network coordinators. It services traditionally handled by district Data Processing have declined dramatically. Regular training for the acquisition of technology skills has been implemented sporadically by Staff Development. Recently the Technology committee has made a proposal to Staff Development to
enhance technology training by stabilizing it with an instructional/technology support position. This position would be funded by TTIP funds.

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

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

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

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

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

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

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

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

  Progress: The President and Business Services Manager have continued in their efforts to apprise the district of the need to increase grounds and maintenance staffing levels serving College of Alameda. The district has made progress by hiring to a limited degree and shifting staff to increase productivity. The district has hired an Assistant Director of Physical Plant to work as a liaison to the colleges.
8.3 Physical facilities at all site locations where courses, programs and services are
provided are constructed and maintained in accordance with the institution's
obligation to ensure access, safety, security and a healthful environment.

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

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

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

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

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

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

4. Upgrade safety equipment in key instructional areas.

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

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

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

6. Solicit ASCOA input and participation in addressing the campus litter problem as
   progress.
Progress: ASCOA input is requested for addressing the campus litter problem during Cabinet meetings.

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

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

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

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

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

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

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

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

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

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

2. Conduct program reviews to ascertain the level of institutional effectiveness of educational programs and support services to contribute to the development of the Educational/Facilities Master Plan.
Progress: A system of program review has begun; as disciplines and programs enter the program review phase, changes in the Master Plan are a part of the program review.

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

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

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

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

**Standard Nine - Financial Resources**

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

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

**Plan**

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

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

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

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

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

3. Revitalize the program review process.
Progress: Program review systematically and regularly occurring.

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

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

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

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

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

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

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

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

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

Progress: The Budget Committee writes memos to the college community informing them when major financial decisions will be made (e.g. when proposals for instructional equipment will be considered) and encourages faculty and staff to submit requests through their managers.
2. Increase faculty/staff awareness of the college planning and budgetary process, and invite broader participation through college-wide meetings where proposals are discussed.

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

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

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

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

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

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

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

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

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

IT at the district has gone through extensive changes in the last two years and many experienced staff have retired or resigned. As a result, the department has experienced some difficulty in supporting basic mainframe functions related to financial management systems.
9B.2 Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to audit findings are comprehensive and timely.

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

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

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

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

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

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

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

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

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

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

Progress: The district went through a bid review for the college bookstore in order to unify contracts among the campuses. An RFP was sent out and one vendor responded. The college was involved in the process. The commission was found to be in line with other bookstores.
9B.6 Financial management is regularly evaluated, and the results are used to improve the financial management system.

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

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

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

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

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

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

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

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

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

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

**Standard Ten: Governance And Administration**

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

**Plan**

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

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

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

**Plan**

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

**Progress:** The Board of Trustees has held several successful retreats and numerous productive workshops intended to improve Board communications and relations. It has been generally acknowledged that the Board has become more effective, productive and communicative. The current Board also conducts its own evaluation process as recently led by a representative of the California Community College League.
2. Renew the charge to CPAC for regular review of policies and practices and organization re-structuring.

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

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

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

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

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

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

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

**Progress:** The Board does have an informal orientation process for newly elected Board members, which includes Board workshops, manuals, and personal orientation by the Chancellor’s staff, and active participation in both the California and the national Association of Community College Trustees. Peralta Trustee Brenda Knight is chair-elect of ACCT, 2002-03.
10B.1 The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

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

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

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

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

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

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

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

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

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

Progress: The president regularly reviews the planning process with faculty and staff, including reviews at College Council, President’s Cabinet, Executive Managers, and General Manager’s meetings. Next review will be at College Council meetings on October 29, 2001 and November 26, 2001.
2. Conduct a faculty and staff survey to ascertain the desirability of department or combined discipline chairpersons for greater efficiency and effectiveness of administrative functions.

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

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

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

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

**Plan**

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

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

2. Establish realistic timelines for faculty and staff input.

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

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

**Progress:** Review of the general decision making process includes specifics of timeliness and appropriateness of all decisions.
10B.5 Administration has a substantive and clearly-defined role in institutional governance.

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

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

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

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

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

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

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

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

Progress: The most significant aspect of this new procedure includes research or statistical data, faculty workshops, and consistent, reliable assistance provided by the OID to assist faculty, staff and administrators in program review.
10B.7 Faculty have established and academic senate or other appropriate organization for providing input regarding institutional governance.

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

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

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

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

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

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

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

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

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

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

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

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

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

**Plan**

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

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

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

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

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

**Plan**

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

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

2. Improve communication between the district and the college by making sure that all college personnel are apprised in writing of policy or procedural changes affecting college operations.

**Progress:** Some improvement has been noted in this area, but work continues to go on to improve the notification of staff regarding procedural changes.

3. Encourage each district administrator to visit at least one college campus each week for improved coordination and communication.

**Progress:** District administrators have been visiting colleges more often, but work continues to improve the content and substance of the visits.

4. Actively pursue the formation of the Research Committee to access college research needs and develop a plan for meeting these needs.

**Progress:** A newly reconstituted Research Committee, co-chaired by a new college researcher and the Vice President of Student Services, will begin meeting and planning research needs Fall 2001.