COLLEGE OF ALAMEDA

Institutional Self-Study in Support of Reaffirmation of Accreditation

Submitted by
College of Alameda
555 Atlantic Avenue
Alameda, CA 94501

to

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

Spring 2003
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President
College of Alameda

Ronald J. Temple, Ph.D.
Chancellor
Peralta Community College District

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CERTIFICATION OF THE INSTITUTIONAL SELF-STUDY REPORT

DATE: November 19, 2002

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

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

This Institutional Self-Study Report is submitted for the purpose of assisting in the
determination of the institution's accreditation status.

We certify that there was broad participation by the campus community and we believe
the Self-Study Report accurately reflects the nature and substance of this institution.

Signed:

Brenda Knight
President, Governing Board

Ronald J. Temple, Ph.D.
Chancellor
Peralta Community College District

Cecilia Gervantes, Ph.D.
President, College of Alameda

Audrey Trotter, Ph.D.
Vice President,
Instruction Accreditation Liaison Officer

Mary K. Holland, Ed.D.
Self-Study Chairperson

Bob Grill
President, Academic Senate

Muriel Montague
President, Classified Council

Abdulwahab Suleiman
President, Associated Students
ABSTRACT

Since the last accreditation Self-Study, College of Alameda has established a regular system of program review, which assesses student outcome measures and informs the institutional planning process. Approximately twenty percent of programs will be reviewed each year. The college is continuing to work with the District to develop consensus on a fully integrated resource allocation process. Evaluation process of faculty and staff will continue to improve as administrative staff of the college stabilizes. Several administrative changes had impact on the college during this period. A new President was hired, effective July 1, 2002. College catalog preparation will be synchronized with District personnel for accuracy prior to publication. College of Alameda is continuing to work on a fully integrated planning model.

Standard One: Institutional Mission describes processes by which the mission statement of the college is updated; defines students who are served; and serves as the basis of college planning processes. The college community reaffirmed the current mission statement in August 2001.

Standard Two: Institutional Integrity describes how the college represents itself through the college catalog, the Schedule of Classes, the Student Guide, the COA Web Site, and other publications. Problems with the current catalog mandates finding workable systems with PCCD Marketing Staff. An atmosphere of mutual respect exists on campus. Annual cultural events celebrate Asian, Hispanic, and African-American and other cultures.

Standard Three: Institutional Effectiveness details the ways in which research is being used in planning processes at College of Alameda. Reinstitution of the Research Advisory Committee and the hiring of the Research and Planning Officer underscores the college’s commitment to the integration of research in major decisions.

Standard Four: Educational Programs describes the ways in which the College of Alameda, in keeping with its mission, offers courses and programs that serve the needs of students with varied backgrounds, interests, and educational goals. The college provides over 400 sections of day and evening credit courses each semester. It offers 26 AA degree programs, 11 AS degree programs and numerous certificate level programs. The college utilizes program review findings in curriculum and instruction planning, matriculation, staffing and resource priorities, and staff development.

Standard Five: Student Support and Development focuses on services that support student learning and success in a multicultural educational environment. The college provides a comprehensive network of eighteen support services designed to address the needs of a diverse student population in realizing educational and occupational goals. Student surveys indicate satisfaction with student support services. A major plan is to implement the Students Plus Enrollment Management Task Force Plan.
Standard Six: Information and Learning Resources describes library resources, audio-visual services, and computer technology. The library has a collection of more than 39,000 books, 170 current periodical and newspaper titles, and 12 electronic databases. The initial phase of the library automation project has been completed. The Audio-Visual department provides such services as video conferencing and classroom multimedia equipment. College of Alameda supports fourteen instructional computer labs that are monitored and maintained by the Campus Network Coordinator for Instructional Labs and staff. Base funding needs for all units discussed in this standard should be addressed.

Standard Seven: Faculty and Staff addresses the need for sufficient and well-qualified faculty and staff to support the educational programs and services of the college. College of Alameda employs qualified faculty and staff. Degrees held by contract faculty, administrators, and permanent staff are listed in the general catalog. The need for additional faculty and staff is stated. A faculty and staff survey indicates a need to evaluate District hiring processes and procedures. Training in a variety of personnel areas is recommended.

Standard Eight: Physical Resources describes how bond funds will be used in the upgrade of physical facilities. The Educational/Facilities Master Plan is updated annually. Insufficient numbers of custodians and maintenance staff have impact on physical appearance of facilities. Plans include the establishment of maintenance procedures.

Standard Nine: Financial Resources describes how financial planning supports the college goals and is linked to other planning efforts. Plans call for clarifying planning processes and increasing participation in these processes.

Standard Ten: Governance and Administration discusses the role of the Governing Board of the Peralta Community College District as well as the institutional administration and governance of the college. The seven-member Board holds bi-monthly meetings that are open to the public.
ORGANIZATION FOR THE SELF-STUDY

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

OVERVIEW

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

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

INITIAL PLANNING AND STEERING COMMITTEE FORMATION

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

STEERING COMMITTEE TRAINING AND FUNCTIONS

On September 13, 2001, a College of Alameda team including the Steering Committee Chairperson, Accreditation Liaison Officer, President of the Academic Senate, Classified Senate President, Research and Planning Officer, and college managers participated in an
Accreditation Training Workshop conducted by the Accrediting Commission for Community and Junior Colleges (ACCJC), and held at Laney College. Following the training session, committee memberships stabilized and committee chairpersons were selected. To facilitate simultaneous evaluation team visits at all four colleges in Peralta, the District’s Senior Vice Chancellor of Educational Services hosted a second training workshop conducted by ACCJC on September 28, 2001. Workshop participants included district-wide faculty, staff, managers, and student leaders who played a role in the Self-Study accreditation process. The District’s Office of Educational Services also established an accreditation timeline, outlining district-wide follow-up standard meetings, approval deadlines for college Accreditation Self-Study Reports by the Governing Board of Peralta, and Accreditation Self-Study Report receipt due dates for ACCJC.

COLLEGE OF ALAMEDA STEERING COMMITTEE

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

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

INITIAL DATA GATHERING

In November 2001, the Steering Committee reviewed the 1999 Self-Study Faculty, Classified Staff, and Administration and Student Surveys utilized in the last Accreditation Self-Study process. Feedback from faculty and staff participants in the last survey, and a review of the types of questions posed, served as a baseline in developing a more condensed 2002-03 Faculty, Staff, and Administration Survey. In addition, the committee decided to utilize the Fall 2001 Student Satisfaction Survey conducted by the District Office of Research and Planning, rather than administering a local campus student survey. In February 2002, the Faculty, Staff, and Administration Survey was administered. In May 2002, results of the two surveys were made available and standard committees were asked to incorporate survey data and information results, wherever applicable, to document and substantiate draft standard descriptions, self-evaluations, and planning agendas.
In late July 2002, the college received correspondence from the Executive Director of ACCJC requesting that colleges in multi-campus districts delineate, either through narrative and/or chart format, District office and college functions related to accreditation standards. The letter also served as a reminder that authority for this policy mandate was adopted by WASC in 1999. District Accreditation Liaison Officers, Chairpersons of Self-Study Steering Committees, and the Senior Vice Chancellor of Educational Services decided to develop a matrix clearly identifying District and college functions related to accreditation standards. Following the District work session, each college established its own process to specify individual college functions. College of Alameda held two sessions to clarify those functions. The matrix follows the organization charts section in the Accreditation Self-Study Report.

DRAFTS, EDITING, AND DISSEMINATION

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

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

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

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

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

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

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

Fall 2001
Initiate Accreditation Self-Study
Identify Steering Committee Chairperson
Identify Standard Committee members
Identify Standard Committee Chairperson
Participate in ACCJC Training Workshop
Hold first Steering Committee meetings
Develop initial timeline
Hold first Standard Committee meetings
Prepare Focused Midterm Report
Begin writing 2002–03 Faculty, Staff, and Administration Survey
Begin writing

Spring 2002
Continue standard meetings
Finalize and administer 2002–03 Faculty, Staff, and Administration Survey
Continue writing
Incorporate survey(s) data
Select Editor
Propose summer committee's responsibilities

Summer 2002
Continue writing
Begin editing
ACCJC correspondence
Participate in District meeting to address ACCJC correspondence
Receive cover design
Distribute first draft to faculty, staff, administrators, and campus community
Fall 2002

Continue Steering and Standard Committee meetings
Receive faculty, staff, administrator feedback
Continue editing
Select printer/determine report formatting
Request extension
Disseminate new timeline including announcement of November 7 Forum
Complete final editing
Distribute penultimate copy of COA Accreditation Self-Study Report, 2003
Request College Council approval
Present COA Accreditation Self-Study Report 2003 at November 7, 2002 Forum
Request PCCD Governing Board validation and approval
Organize standard document files
Confirm Evaluation Team arrangements

Spring 2003

Mail COA Self-Study Report to Accrediting Commission
Complete final organization of standard document files
Set up Team Room
Prepare College for Evaluation Team Visit, March 18–20, 2003
2001–2003 Steering Committee Members

Accreditation Self-Study Chairperson
Mary K. Holland, Ed.D., Head Librarian

Accreditation Liaison Officer
Audrey Trotter, Ph.D., Vice President of Instruction

Standard One: Institutional Mission
Bob Grill, Chairperson
Helena Lengel
Juan Vazquez, Interim President, College of Alameda
(thru June 2002)

Standard Two: Institutional Integrity
Judy Merrill, Chairperson
Kerry Compton, Ed.D.
John Luther
Maurice Jones
Nathan Strong, Ph.D.
Jay Rubin

Standard Three: Institutional Effectiveness
Kerry Compton, Ed.D., Co-Chairperson
Mike Robertson, Co-Chairperson
Cathy Schmidt, Ph.D.
Nathan Strong, Ph.D.

Standard Four: Educational Programs
Trudy Fator, Co-Chairperson
Tom Southworth, Co-Chairperson
Yvonne Carter
Rita Haberlin
Fred Ittner (retired)
Ann Kircher
Sherrone Smith
Audrey Trotter, Ph.D.
Antoinette Wheeler, Ed.D.
Standard Five: Student Support and Development

Brenda Johnson, Chairperson
Dennise Eskridge
Fred Ittner (retired)
Helene Maxwell
Sandra McGee
Monique Green
Rochelle Olive
Val Watts

Standard Six: Information and Learning Resources

Andrea Safir, Co-Chairperson
David Sparks, Co-Chairperson
Joe Camara
Mike Donaldson
Mary K. Holland, Ed.D.
Bobby Snell
Becky Stone
Anthony Villegas

Standard Seven: Faculty and Staff

Maureen Duncan, Co-Chairperson
Helena Lengel, Co-Chairperson
Fred Ittner (retired)
Brenda Johnson
Becky Stone
Wendy Williams

Standard Eight: Physical Resources

Maureen Duncan, Chairperson
John Dahlquist (retired)
Gloria Edgar
Mary Gulley-Pacheco
Ed Jaramillo
Bishop Scott
Helen Steinmetz (retired)
Manuk Tamasian
Standard Nine: Financial Resources

  Mike Wirth, Co-Chairperson
  Wylie Walthall, Co-Chairperson (retired)
  Helena Lengel
  Helene Maxwell
  Al Harrison
  Muriel Montague
  Helen Steinmetz (retired)

Standard Ten: Governance and Administration

  Helena Lengel, Chairperson
  Jeffery Devers
  Bob Grill
  Antoinette Wheeler, Ed.D.
DESCRIPTIVE BACKGROUND AND DEMOGRAPHICS

DESCRIPTION
Residents of Alameda, Albany, Berkeley, Emeryville, Oakland, and Piedmont voted to establish a single community college district in 1963. The new district became Peralta Community College District on July 1, 1964. The name was selected to reflect the fact that the six cities of the district are located on the 44,800 acres which were granted to Sgt. Luis Maria Peralta in August 1820.

From the outset, it was determined that the existing campuses, as well as future campuses, would become comprehensive colleges, offering vocational, occupational, and liberal arts courses.

The District’s voters passed a $47 million bond issue for new Peralta campuses in October 1965, and construction began on new campuses for Laney, Merritt and for the new College of Alameda.

The College of Alameda campus was opened in June 1970. It occupies a 62-acre site in the northwest sector of the City of Alameda. Four original buildings were constructed in 1969–70: Building A, which houses administrative offices, classrooms, computer laboratories and laboratories for Dental Assisting Program; Building B, which houses Automotive Technology Program and the Auto Body and Paint Program; Buildings C and D, which are connected and house classrooms, science and computer labs and Instructional Division Offices; and Building F, which houses the Student Center, cafeteria, bookstore, and Associated Students offices.

Over the years, additional buildings were constructed: Building G, Gymnasium (1976); Building L, Library/Learning Resources Center (1976–77); Child Care Center (1977); and Building E, Diesel Mechanics (1989). The Air Facility houses the Aviation Maintenance Technology Program and is located adjacent to the North Field of Oakland International Airport in the city of Oakland. Outdoor facilities include tennis courts and an all weather track and multipurpose field.

College of Alameda offers day, evening, and weekend credit classes that support academic degree programs for transfer; occupational degree and certificate programs; and general and remedial education. The number of instructional computer laboratories has grown to 14. This growth in instructional labs mirrors the increase in use of multimedia and information technology in instructional classrooms. The implementation of technological changes affecting delivery of instruction and services will be an ongoing challenge to College of Alameda.
DEMOGRAPHICS

The Peralta Community College District service area, located in Alameda County, includes the cities of Alameda, Albany, Berkeley, Emeryville, Oakland, and Piedmont. College of Alameda, as well as the other three colleges in the District, draws students from this service area.*

PERALTA CCD SERVICE AREA POPULATION

Alameda

<table>
<thead>
<tr>
<th>County</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alameda</td>
<td>74,300</td>
</tr>
<tr>
<td>Albany</td>
<td>16,700</td>
</tr>
<tr>
<td>Berkeley</td>
<td>104,300</td>
</tr>
<tr>
<td>Emeryville</td>
<td>7,300</td>
</tr>
<tr>
<td>Oakland</td>
<td>409,300</td>
</tr>
<tr>
<td>Piedmont</td>
<td>11,100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>623,000</strong></td>
</tr>
</tbody>
</table>

Source: California Statistical Abstracts

The population of Alameda County is ethnically diverse.

ALAMEDA COUNTY ETHNICITY

<table>
<thead>
<tr>
<th></th>
<th>Asian</th>
<th>Af. Am.</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>Nat. Am.</th>
<th>Other</th>
<th>White</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Count</strong></td>
<td>292,673</td>
<td>211,124</td>
<td>8,458</td>
<td>273,910</td>
<td>5,306</td>
<td>61,175</td>
<td>591,095</td>
<td>1,443,741</td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td>20.3</td>
<td>14.6</td>
<td>.6</td>
<td>19.0</td>
<td>.4</td>
<td>4.2</td>
<td>40.9</td>
<td></td>
</tr>
</tbody>
</table>

Source: U.S. Census 2000

* Unless otherwise noted, Peralta Facts 2000 serves as source of demographic data.
Ethnicity of the Peralta Community College District service area is reflected in the ethnicity of College of Alameda students.

College of Alameda

Enrollment by Ethnicity

Fall 1995–Fall 2001

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>1,606</td>
<td>1,647</td>
<td>1,590</td>
<td>1,660</td>
<td>1,749</td>
<td>1,594</td>
<td>1,636</td>
</tr>
<tr>
<td>Asian</td>
<td>1,655</td>
<td>1,680</td>
<td>1,605</td>
<td>1,754</td>
<td>1,894</td>
<td>1,970</td>
<td>2,094</td>
</tr>
<tr>
<td>Filipino</td>
<td>286</td>
<td>293</td>
<td>264</td>
<td>298</td>
<td>293</td>
<td>293</td>
<td>294</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>499</td>
<td>525</td>
<td>487</td>
<td>556</td>
<td>565</td>
<td>608</td>
<td>688</td>
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<tr>
<td>Native American</td>
<td>36</td>
<td>37</td>
<td>37</td>
<td>41</td>
<td>37</td>
<td>48</td>
<td>53</td>
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<tr>
<td>Other/Unknown</td>
<td>286</td>
<td>283</td>
<td>282</td>
<td>361</td>
<td>367</td>
<td>423</td>
<td>454</td>
</tr>
<tr>
<td>White</td>
<td>1,032</td>
<td>1,108</td>
<td>970</td>
<td>1,095</td>
<td>1,099</td>
<td>1,093</td>
<td>1,148</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5,400</td>
<td>5,573</td>
<td>5,235</td>
<td>5,765</td>
<td>6,004</td>
<td>6,029</td>
<td>6,367</td>
</tr>
</tbody>
</table>
Enrollment at College of Alameda has grown consistently over the years.

College of Alameda  
Unduplicated Fall Semester  
Enrollment

<table>
<thead>
<tr>
<th></th>
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<td></td>
<td>5,235</td>
<td>5,765</td>
<td>6,004</td>
<td>6,029</td>
<td>6,367</td>
</tr>
</tbody>
</table>
College of Alameda’s service area includes public high schools and private/independent high schools.

College of Alameda
Enrollment by High School District Attended
New Students who Were Recent High School Leavers
Fall 1995–Fall 2001

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alameda Public</td>
<td>111</td>
<td>158</td>
<td>127</td>
<td>127</td>
<td>147</td>
<td>156</td>
<td>170</td>
</tr>
<tr>
<td>Pet</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Albany Public</td>
<td>11</td>
<td>11</td>
<td>5</td>
<td>15</td>
<td>4</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Pet</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Berkeley Public</td>
<td>28</td>
<td>25</td>
<td>40</td>
<td>24</td>
<td>32</td>
<td>28</td>
<td>24</td>
</tr>
<tr>
<td>Pet</td>
<td>5%</td>
<td>2%</td>
<td>8%</td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
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<tr>
<td>Emeryville Public</td>
<td>3</td>
<td>6</td>
<td>7</td>
<td>12</td>
<td>15</td>
<td>0</td>
<td>4</td>
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<tr>
<td>Pet</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
<td>0%</td>
<td>1%</td>
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<tr>
<td>Oakland Public</td>
<td>211</td>
<td>186</td>
<td>183</td>
<td>193</td>
<td>184</td>
<td>203</td>
<td>235</td>
</tr>
<tr>
<td>Pet</td>
<td>30%</td>
<td>31%</td>
<td>35%</td>
<td>35%</td>
<td>31%</td>
<td>34%</td>
<td>35%</td>
</tr>
<tr>
<td>Piedmont Public</td>
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<td>3</td>
<td>5</td>
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<tr>
<td>Pet</td>
<td>1%</td>
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<td>Pet</td>
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<td>3%</td>
<td>5%</td>
<td>3%</td>
<td>5%</td>
<td>4%</td>
<td>5%</td>
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<td>Outside Peralta</td>
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<td>166</td>
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<td>Pet</td>
<td>22%</td>
<td>25%</td>
<td>20%</td>
<td>30%</td>
<td>22%</td>
<td>30%</td>
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<tr>
<td>Total</td>
<td>540</td>
<td>594</td>
<td>530</td>
<td>556</td>
<td>603</td>
<td>604</td>
<td>666</td>
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</table>

The population for this chart consists of new Peralta students who left high school within three years of the term. Example: in Fall 2000 the last year in high school would be 1998, 1999 or 2000. The last year in high school is self-declared on the application form.
The majority of College of Alameda students are in the 19 years–24 years age range.

### College of Alameda
#### Enrollment by Age
#### Fall 1995–Fall 2001

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<td>Under 16</td>
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<td>30</td>
<td>54</td>
<td>53</td>
<td>46</td>
<td>43</td>
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<tr>
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<tr>
<td>16–18</td>
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<td>478</td>
<td>464</td>
<td>521</td>
<td>609</td>
<td>592</td>
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<td>35%</td>
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<td>33%</td>
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<td>643</td>
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<td>5,573</td>
<td>5,235</td>
<td>5,765</td>
<td>6,004</td>
<td>6,029</td>
<td>6,367</td>
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</table>
More than half of College of Alameda students have high school diplomas.

**College of Alameda**  
**Enrollment by Highest Level of Education**  
**Fall 1995–Fall 2001**

![Graph showing enrollment by highest level of education from 1995 to 2001.](image)

<table>
<thead>
<tr>
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<td>340</td>
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<td>69%</td>
<td>69%</td>
<td>69%</td>
<td>66%</td>
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<td>156</td>
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<td>2%</td>
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</tr>
<tr>
<td>Pet</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
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<tr>
<td>HS Diploma</td>
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<td>74</td>
<td>62</td>
<td>64</td>
<td>73</td>
<td>66</td>
<td>66</td>
</tr>
<tr>
<td>Pet</td>
<td>59%</td>
<td>62%</td>
<td>61%</td>
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<td>56%</td>
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<td>263</td>
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<td>4%</td>
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<td>80</td>
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<td>1%</td>
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<td>1%</td>
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<td>564</td>
<td>632</td>
<td>647</td>
<td>701</td>
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<td>9%</td>
<td>10%</td>
<td>10%</td>
<td>11%</td>
<td>11%</td>
<td>11%</td>
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<td>AA Degree</td>
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<td>200</td>
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<td>5%</td>
<td>5%</td>
<td>5%</td>
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<tr>
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<td>501</td>
<td>632</td>
<td>784</td>
<td>831</td>
<td>860</td>
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<td>5%</td>
<td>10%</td>
<td>11%</td>
<td>13%</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>Unknown</td>
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<td>4</td>
<td>1</td>
<td>11</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>5,400</td>
<td>5,573</td>
<td>5,235</td>
<td>5,765</td>
<td>6,004</td>
<td>6,029</td>
<td>6,367</td>
</tr>
</tbody>
</table>

College of Alameda
The student body includes more part-time than full-time enrollees.

College of Alameda
Student Load
Fall 1995–Fall 2001

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>1,146</td>
<td>1,121</td>
<td>1,044</td>
<td>940</td>
<td>1,100</td>
<td>1,057</td>
<td>1,109</td>
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<tr>
<td>Part-Time</td>
<td>3,760</td>
<td>3,982</td>
<td>3,647</td>
<td>4,316</td>
<td>4,460</td>
<td>4,418</td>
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<tr>
<td>Total</td>
<td>4,906</td>
<td>5,103</td>
<td>4,691</td>
<td>5,256</td>
<td>5,560</td>
<td>5,475</td>
<td>6,367</td>
</tr>
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</table>
Enrollment by Highest Level of Education
Fall 1995–Fall 2001

Many of College of Alameda students transfer to University of California and California State University.

College of Alameda
Transfers to Four-Year Institutions
1990–91—2000–01 Updated
Transfers to University of California (UC) and California State University (CSU)

Non-residents not shown

Non-residents not shown
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/PI</td>
<td>35</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>African Am</td>
<td>4</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Filipino</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Latino</td>
<td>1</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Native Am</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>6</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Non-resident</td>
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<tr>
<td>Other</td>
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<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>57</td>
<td>57</td>
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<thead>
<tr>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Asian/PI</td>
<td>71</td>
<td>60</td>
<td>52</td>
</tr>
<tr>
<td>African Am</td>
<td>26</td>
<td>26</td>
<td>32</td>
</tr>
<tr>
<td>Filipino</td>
<td>7</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Latino</td>
<td>17</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Native Am</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>White</td>
<td>27</td>
<td>29</td>
<td>17</td>
</tr>
<tr>
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<td>23</td>
<td>33</td>
<td>23</td>
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<tr>
<td>Non-resident</td>
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<td>7</td>
<td>4</td>
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<tr>
<td>Other</td>
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</tr>
<tr>
<td>Total</td>
<td>175</td>
<td>182</td>
<td>152</td>
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</table>

Source: California Postsecondary Education Commission (CPEC), Student Profiles, 2000
Females outnumber males in the student body of College of Alameda.

**College of Alameda**
**Enrollment by Gender**
**Fall 1995–Fall 2001**

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<th></th>
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<td>Female</td>
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<td>3,133</td>
<td>2,994</td>
<td>3,314</td>
<td>3,313</td>
<td>3,299</td>
<td>3,511</td>
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<td>2,433</td>
<td>2,237</td>
<td>2,449</td>
<td>2,655</td>
<td>2,662</td>
<td>2,745</td>
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<td>7</td>
<td>4</td>
<td>2</td>
<td>36</td>
<td>68</td>
<td>111</td>
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<th></th>
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<tr>
<td>Female</td>
<td>57%</td>
<td>56%</td>
<td>57%</td>
<td>59%</td>
<td>55%</td>
<td>56%</td>
<td>58%</td>
</tr>
<tr>
<td>Male</td>
<td>43%</td>
<td>44%</td>
<td>43%</td>
<td>41%</td>
<td>44%</td>
<td>44%</td>
<td>42%</td>
</tr>
<tr>
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<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>5,400</td>
<td>5,573</td>
<td>5,235</td>
<td>5,765</td>
<td>6,004</td>
<td>6,029</td>
<td>6,367</td>
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College of Alameda’s full-time staff reflects the ethnic distribution of the PCCD service area and the gender breakdown of COA students.

**College of Alameda**

**Demographics of Faculty, Staff and Administration**

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<th></th>
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<th>Administration</th>
<th>Classified</th>
<th>Classified</th>
<th>Faculty</th>
<th>Faculty</th>
</tr>
</thead>
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<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>71%</td>
<td>51</td>
<td>70%</td>
<td>100</td>
<td>44%</td>
</tr>
<tr>
<td>Male</td>
<td>2</td>
<td>29%</td>
<td>22</td>
<td>30%</td>
<td>126</td>
<td>56%</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>100%</td>
<td>73</td>
<td>100%</td>
<td>226</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Administration</th>
<th>Administration</th>
<th>Classified</th>
<th>Classified</th>
<th>Faculty</th>
<th>Faculty</th>
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<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
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<tr>
<td>Asian/PI</td>
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<td>10</td>
<td>14%</td>
<td>22</td>
<td>10%</td>
</tr>
<tr>
<td>African-Am.</td>
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<td>37%</td>
<td>52</td>
<td>23%</td>
</tr>
<tr>
<td>Filipino</td>
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<td>8%</td>
<td>4</td>
<td>2%</td>
</tr>
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<td>14%</td>
<td>18</td>
<td>8%</td>
</tr>
<tr>
<td>White</td>
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<td>29%</td>
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<td>23%</td>
<td>128</td>
<td>57%</td>
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<td>4%</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>100%</td>
<td>73</td>
<td>100%</td>
<td>226</td>
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</table>

<table>
<thead>
<tr>
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Based on Headcount
Source: COA Profile, Fall 2002
COLLEGE OF ALAMEDA ORGANIZATIONAL CHART

Peralta Community College District
Board of Trustees

Chancellor
Ronald J. Temple, Ph.D.

President
Cecilia Cervantes, Ph.D.

President's Cabinet

Administrative Assistant
Joyce Lee

Academic Senate
Classified Council
Associated Students

Business & Administrative Services Manager
Connie Willis

Vice President of Instruction
Audrey Trotter, Ph.D.
(Interim)

Vice President of Student Support Services
Kerry Compton, Ed.D.

Division Dean II
Arts and Letter
Antoinette Wheeler, Ed.D.

Division Dean II
Business & Transportation
Peter Simon
(Interim)

Division Dean II
Applied Arts and Science
Nathan Strong, Ph.D.
(Interim)

Dean, Student Support Services
EOPS Director
Brenda Johnson

Research & Planning Officer
Catherine Schmidt, Ph.D.

Standing Committees

College Council

Public Information Officer
Ayanna Smith
Primary supervision under PCCD
Director of Marketing,
Public Relations & Communications

October 2002
<table>
<thead>
<tr>
<th>Standard Statement</th>
<th>District Office</th>
<th>College</th>
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<tbody>
<tr>
<td>1.1 The institution has a statement of mission, adopted by the governing board, which identifies the broad-based educational purposes it seeks to achieve.</td>
<td>The District Board of Trustees adopted the college’s mission statement April 1998. The responsibility for the District mission statement resides with the Board of Trustees.</td>
<td>The college adopted its mission statement in 1993. The Board of Trustees must also approve the statement. The Board approved it in 1998.</td>
</tr>
<tr>
<td>2.6 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.</td>
<td>There is a district-wide equal opportunity/diversity action committee.</td>
<td>The President serves as Affirmative Action Officer for the College. The college has an Affirmative Action Campus Climate Committee. The College implements Board policy.</td>
</tr>
<tr>
<td>3.A.1 Institutional research is integrated with and supportive of institutional planning and evaluation.</td>
<td>The District Office of Research and Institutional Development (ORID) is responsible for the analysis and dissemination of data for management decision making, institutional planning, program evaluation, and reporting for the District. The ORID provides college data for program review and all District reports required by statute and state regulation.</td>
<td>The college also has a Research &amp; Planning Officer who handles local college research needs. The researcher reports to the college President and meets on a regular basis with the PCCD Associate Vice Chancellor of Research and Institutional Development.</td>
</tr>
<tr>
<td>3.A.4 The institution provides evidence that its program evaluations lead to improvement of programs and services.</td>
<td>Since we have a common numbering system for courses, a district-wide process for program review has been established with the District Academic Senate. A calendar of all programs has been established to ensure that all instructional programs and student services are reviewed within a five-year cycle. Then one year is devoted to accreditation self-study, which puts Program Review into the six year accreditation cycle. The Senior Vice Chancellor of Educational Services and the District Staff Development Officer facilitate district-wide discipline meetings of program faculty when there is a clear indication of district-wide need/interest.</td>
<td>College of Alameda is expected to establish follow-up activities based on the recommendations from program reviews. The college has made progress in this area and is continuing to improve.</td>
</tr>
</tbody>
</table>

*Instructional Program Review Guidelines Fall 2002*
*Student Services Program Review Guidelines Fall 2002*
| PCCD Delineation of District Office and College Functions Related to Accreditation |
|----------------------------------|----------------------------------|----------------------------------|
| **Standard Statement**           | **District Office**              | **College**                      |
| 3.B.3                            | The Educational and Resource Master Plan 1999–2015 includes plans for the District, each college and the District Office, as well as a facilities master plan. A draft Integrated Planning Model has been developed and circulated to district constituencies. | The College of Alameda’s Educational Master Plan was updated in 2001 and is updated annually. |
| 4                                | 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. | Course outlines and course syllabi are reviewed at the College level as a part of program review and on an on-going basis through the Curriculum Committee. |

**Board Policies**

5.11 Review Policy for Instructional Programs
5.12 Articulation Policy for Instructional Programs and Support Services
5.20 Requirements for Degrees and Certificates
5.22 Standards of Scholarship

**College of Alameda Catalog**
| PCCD Delineation of District Office and College Functions Related to Accreditation |
|---------------------------------|---------------------------------|---------------------------------|
| **Standard Statement**          | **District Office**             | **College**                     |
| **4.0.1** The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize 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. | New courses with Uniform Course Number (permanent) and programs must be reviewed and approved by the District Council on Instruction, Planning, and Development (CIPD). These courses and programs are then submitted to the Senior Vice-Chancellor of Educational Services, Chancellor, and Peralta Board of Trustees for approval. Uniform Course Numbering and substantive course changes for existing courses require CIPD review and approval. Non-substantive course changes for existing courses referred to CIPD as informational items only. | New courses and/or programs must be reviewed and approved by the Curriculum Committee, appropriate Dean, Vice President of instruction, and President. Substantive and or non-substantive changes to existing courses which are part of Uniform Course Numbering require review by the Curriculum Committee of each College offering the course. The Curriculum Committee Chairperson(s) forwards in writing the approval or denial of the requested change to the Division Dean, initiating the request for the change. Substantive changes to existing courses (not part of Uniform Course Numbering) and programs require the above listed sequence of approval. Non-substantive changes to existing courses (not part of Uniform Course Numbering) require approval by the College Curriculum Committee and Vice President of Instruction. |

*Program and Course Approval Process Manual*
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<th>Standard Statement</th>
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<td><strong>4.D.6</strong>&lt;br&gt;The institution provides evidence that all courses and programs, both credit and non-credit, whether conducted on or off-campus by traditional or non-traditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.</td>
<td>The Council on Instruction, Planning, and Development (CIPD) assures consistency in seamless access for all district students. CIPD reviews recommendations from the college curriculum committees in consultation with representatives from all four colleges to assure the principles of access and consistency as described above are met. All course and program additions, changes and deactivations are reported and approved by the Board. <strong>PCCD Board Policy</strong>&lt;br&gt;2.20 Arrangements for Recommending College and District-wide policy&lt;br&gt;2.23 Role of the District Academic Senate and the College Faculty Senates in District Governance&lt;br&gt;5.11 Review Policy for Instructional Programs&lt;br&gt;5.12 Articulation Policy for Instructional Programs and Support Services&lt;br&gt;5.20 Requirement for Degrees and Certificates&lt;br&gt;5.22 Standards of Scholarship&lt;br&gt;5.25 Faculty Participation College Development</td>
<td>The Curriculum Committee proposes and recommends courses consistent with Title 5 standards. <strong>Program and Course Approval Process Manual for Faculty and Administrators, September 2002.</strong></td>
</tr>
<tr>
<td><strong>5.1</strong>&lt;br&gt;The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.</td>
<td>Admissions and Records functions are centralized at the District Office with staff stationed at each of the colleges. The admissions process is governed by the following Board policies.&lt;br&gt;<strong>Board Policy</strong>&lt;br&gt;4.05 Admission of Students&lt;br&gt;4.10 Admission Requirements&lt;br&gt;4.12 Registration&lt;br&gt;4.14 Dropping Classes and Withdrawing from College&lt;br&gt;4.25 Student Records</td>
<td>College of Alameda implements all policies as published in the catalog. The college complies with appropriate specialized program accreditation standards. <strong>College of Alameda Catalog</strong></td>
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<td>Standard Statement</td>
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<td>5.2 The institution provides 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.</td>
<td>Board Policies</td>
<td>College of Alameda implements all policies and they are published in the catalog and Student Handbook.</td>
</tr>
<tr>
<td>5.3 Admissions and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.</td>
<td>Chapter VII of the Board Policy Manual (Board Policies Related to Matriculation) and the district-wide Matriculation Committee are designed to maintain uniform matriculation practices at the colleges. The district-wide C E Subcommittee of CIPD meets annually to review proposed additions, and deletions to the General Education courses required for degrees at the four colleges.</td>
<td>The function of the College of Alameda Matriculation Committee is to develop a matriculation plan that implements Board Policies on Matriculation and policies and procedures set by the District Matriculation Committee.</td>
</tr>
<tr>
<td>5.6 The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.</td>
<td>Transcripts are available at the District Admissions &amp; Records Office; all other student services are located at the colleges.</td>
<td>College of Alameda offers a complete range of student services.</td>
</tr>
<tr>
<td>5.7 The institution, in keeping with its mission, creates and maintains a campus climate which serves and supports its diverse student population.</td>
<td>District Office of Research and Institutional Development conducts a survey in the Fall term of even years to assess campus climate.</td>
<td>The campus climate is created by various activities offered to a diverse student population, personalized services, and the quality of instruction. The College Affirmative Action Campus Climate Committee sponsors activities contributing to a positive campus environment.</td>
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<td><strong>PCCD Delineation of District Office and College Functions Related to Accreditation</strong></td>
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<td><strong>Standard Statement</strong></td>
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<td>5.9</td>
<td>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.</td>
<td>The District maintains all student records electronically in the data center. All records are permanently kept in the mainframe storage, and access to any record requires screening by security. All laws and regulations regarding confidentiality of records are vigorously obeyed. All records are maintained and backed up electronically from 1972 to present. Records prior to 1972 are stored in the central Admissions and Records office where they are currently being indexed for storage on microfiche.</td>
</tr>
<tr>
<td>5.10</td>
<td>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.</td>
<td>All student services are scheduled for review within a five-year cycle as part of the District's program review process. The District Office of Research and Institutional Development conducts a survey in the Fall term of odd years to assess student satisfaction with services. This office also coordinates all plans for Matriculation, CalWORKS, and DSPS for compliance with applicable district, state or federal regulations.</td>
</tr>
<tr>
<td>6.1</td>
<td>Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories are sufficient to support the courses, programs, and degrees wherever offered.</td>
<td>The District Office of Information Technology provides leadership in the district-wide Library Automation project. The District Technology Committee is an advisory committee to the Chancellor.</td>
</tr>
<tr>
<td>6.7</td>
<td>The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.</td>
<td>The District has developed an Education and Facilities Master Plan, the District Technology Plan was updated for technical changes Spring 2002 and it is currently going through another update. The District has also developed a Disaster Plan.</td>
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<td>PCCD Delineation of District Office and College Functions Related to Accreditation</td>
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<td><strong>Standard Statement</strong></td>
<td><strong>District Office</strong></td>
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<td><strong>7.A.2</strong> Criteria, qualifications, and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.</td>
<td>The District Office of Human Resources is responsible for the recruitment of all district personnel. Minimum qualifications for community college faculty and administrators in California are established in the CCR Title 5 and enforced by the District HR Office. Bargaining Unit agreements (PFT, Locals 790 and 38) dictate hiring processes &amp; procedures for respective units.</td>
<td>College of Alameda develops job descriptions, establishes hiring committees, develops interview questions, paper screens, and recommends interviews candidates, and recommends final candidate for hiring. The college implements procedures established by Board policy and through the various bargaining unit agreements.</td>
</tr>
<tr>
<td><strong>7.A.3</strong> 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.</td>
<td>Minimum qualifications for community college faculty and administrators in California are established in the CCR Title 5 and enforced by the district HR office through Board Policy and PFT contracts. The District Academic Senate looks at minimum qualifications of candidates who do not meet Statewide Academic Senate Qualifications. District-Academic Senate Educational Policy Committee reviews work of Academic Senate Equivalency Committee.</td>
<td>Colleges are responsible for implementing Board policy and PFT Contracts.</td>
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<td><strong>Board Policy</strong></td>
<td><strong>1.18 Employment of Management Staff</strong></td>
<td><strong>1.18 Employment of Management Staff</strong></td>
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<td><strong>3.09 District Job Announcements</strong></td>
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<td><strong>3.26 Tenure Track Faculty Hiring Policies &amp; Procedures</strong></td>
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<td>PFT Local 790 and 39 Contracts</td>
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<td><strong>Board Policy</strong></td>
<td><strong>3.26 Tenure Track Faculty Hiring Policies &amp; Procedures</strong></td>
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<td>PFT Contract</td>
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<td><strong>7.B.2</strong> The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of evaluations is formal and timely.</td>
<td>Bargaining Unit agreements (PFT, Locals 790 and 39) detail evaluation procedures for each group.</td>
<td>First level managers are responsible for administering the evaluation of employees.</td>
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<td>Board Policy</td>
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<td>3.30 Tenure Track Faculty Evaluation Policy</td>
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<td>3.30B Evaluation of Tenured Faculty</td>
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<td>3.31 Evaluation of Temporary Part-time Instructors &amp; Long Term-Substitutes</td>
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<td>3.65 Evaluation of Administrator/Manager Personnel</td>
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<td>Local 790 and 39 Contracts</td>
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<td><strong>7.B.3</strong> Criteria for evaluation of faculty include teaching effectiveness, scholarship or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.</td>
<td>Tenure Track Faculty evaluation procedures are established district-wide through PFT contract. The four College Tenure Track Facilitators meet monthly with the Senior Vice Chancellor of Educational Services.</td>
<td>College of Alameda has a Tenure Track Facilitator working with the Office of Instruction to implement procedures of evaluation established through the PFT Contract.</td>
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<td>Board Policy</td>
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<td>3.30 Tenure Track Faculty Evaluation Policy</td>
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<td><strong>7.C.1</strong> The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.</td>
<td>The PFT Contract established a District Staff Development Officer who works with each College Staff Development Committee. The District office also has a staff development committee. The District also waives enrollment fees for all permanent classified staff enrolling in PCCD College's courses.</td>
<td>College of Alameda has a Staff Development Committee established in accordance with California Community Colleges Chancellor's Office guidelines for Staff Development and in accordance with the PFT Contract.</td>
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<td>Article 25 of the PFT Agreement</td>
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<td><strong>7.D.1</strong> The institution has and adheres to written policies ensuring fairness in all employment procedures.</td>
<td>Board Policy</td>
<td>College of Alameda implements Board policy</td>
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<td>3.03 Affirmative Action (Non Discrimination) Policy</td>
<td>Board Policy</td>
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<td><strong>7.D.4</strong></td>
<td>The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate, complete, and permanent.</td>
<td>The District Office of Human Resources maintains all official personnel records in the District. This office is responsible for ensuring the confidentiality and completeness of all files.</td>
</tr>
<tr>
<td><strong>8.1</strong></td>
<td>The institution ensures that adequate physical resources are provided to support its educational programs and services wherever and however they are offered.</td>
<td>A Facilities Master Plan is completed as part of the District's Educational Planning process. The District Physical Plant Office updates the 5-Year Construction Plan annually.</td>
</tr>
<tr>
<td><strong>8.2</strong></td>
<td>The management, maintenance, and operation of physical facilities ensure effective utilization and continuing quality necessary to support the programs and services of the institution.</td>
<td>The District Physical Plant Office is responsible for building and grounds maintenance, construction planning, development of state capital outlay funding requests, deferred maintenance planning and budgeting, hazardous material abatement projects, and maintaining space and property inventory.</td>
</tr>
<tr>
<td><strong>8.3</strong></td>
<td>Physical facilities at all site locations where courses, programs, and services are offered are constructed and maintained in accordance with the institution's obligation to ensure safety, safety, and a healthful environment.</td>
<td>The District Risk Manager is responsible for developing and implementing district safety policies, chairing the district-wide Safety Committee, overseeing written programs to comply with SB 198 (Injury &amp; Illness Prevention Program), Hazard Reporting, CAL OSHA Right to Know, the Hazardous Materials Management Plan, and a Respirator Protection Program. Since 1996, Police Services are being provided through a contract with the Alameda County Sheriff's Department.</td>
</tr>
</tbody>
</table>

**Board Policy**

6.38 Risk Management
6.60 Safety Policy
6.61 Repair and Maintenance of Plant
6.62 Hazardous Material Management
6.70 Disasters
6.71 Facilities Planning
### PCCD Delineation of District Office and College Functions Related to Accreditation

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<tr>
<th>Standard Statement</th>
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<td><strong>8.4</strong> Selection, maintenance, inventory and replacement of equipment are conducted systematically to support the educational programs and services of the institution.</td>
<td>The District IT Department conducted an inventory of all computer and related equipment as part of the TTIP requirements during the 2001–2002 academic year. Because the District must certify the expenditure of money for Instructional Equipment and Library Materials, the District has established a process for requesting money. Once the dollar amount from the State is known for these categories, the PCCD Department of Finance notifies the College of the dollar amount available for distribution. The Colleges must then submit a plan for their share of the Instructional Equipment money. In the plan, the Colleges must reference either Program Review recommendations, Educational Master Plans, or Facilities Plans (if appropriate), PFE Goals, District Goals, show matching categories, and have a clear idea of where all the Instructional Equipment money is being spent at their site.</td>
<td>Through their shared governance process, College of Alameda must submit an Instructional Equipment Allocation Plan listing by priority the requests for instructional equipment and library materials.</td>
</tr>
<tr>
<td><strong>9</strong> 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.</td>
<td>The financial management practices of the colleges within the Peralta Community College District are regularly evaluated by several entities and the results are used to improve the overall financial management system. The District annually contracts with an independent external audit firm that reviews the District’s annual financial reports and other designated areas to assure that the reports are materially accurate. In addition, the District’s Internal Auditor reviews business activities at the colleges and in the District throughout the year. No California Community College has adequate resources to meet the needs of their students. And, in years when the Legislature/Governor have not adopted a timely budget, the inadequacy of the budget becomes even more exacerbated.</td>
<td>College of Alameda has a Budget Committee, a standing committee of the College Council that assists in the prioritization of limited resources.</td>
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<td><strong>9.B.2</strong> 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 external audit findings are comprehensive and timely.</td>
<td>Both the external and internal auditors provide formal reports to District and college management and the Board defining any problems noted and make recommendations for corrective action. District management then takes appropriate action to correct the problem and thereby improve the financial operation of the college/district.</td>
<td>The college Office of Business and Administrative Services tracks all expenditures for the college in accordance with good accounting practices.</td>
</tr>
<tr>
<td><strong>9.B.3</strong> The institution practices effective oversight of finances, including management of financial aid, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments.</td>
<td>The District complies with all regulatory requirements set forth by external funding sources, including OMB-133, state programs such as Matriculation, EOPS, and Economic Development. The District’s annual independent external audit includes a review of all external funds.</td>
<td>The college tracks expenditures of all funds allocated. For funds from external sources, the college and District track expenditures and allocations.</td>
</tr>
<tr>
<td><strong>9.B.4</strong> Auxiliary activities and fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.</td>
<td>The Peralta Colleges Foundation is an independent 501(c)(3) incorporated in the state of California in 1971. Its mission is to establish financial assistance to enhance the educational, cultural, and community programs of the Peralta Community College District/Colleges.</td>
<td>The college’s auxiliary activities and fund raising efforts are limited, but are consistent with the mission of the institution.</td>
</tr>
<tr>
<td><strong>9.B.5</strong> Contractual agreements with external entities are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.</td>
<td>All grant applications are reviewed by the District Office of Research &amp; Institutional Development, Budget Office, Risk Management and Human Resources for compliance with the District’s mission, goals and guidelines. Board Policy 5.02 Special Projects</td>
<td>The college adheres to District policies in regards to contractual agreements with external entities.</td>
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<td><strong>9.B.6</strong> Financial management is regularly evaluated and the results are used to improve the financial management system.</td>
<td>The District annually contracts with an independent external audit firm that reviews the District's annual financial reports and other designated areas to assure that the reports are materially accurate. In addition, the District’s Internal Auditor reviews business activities at the colleges and in the District throughout the year. Board Policy 6.10 Annual External Audit 6.11 Internal Audits</td>
<td>The Business and Administrative Services Manager implements Board policy. Board Policy 6.10 Annual External Audit 6.11 Internal Audits</td>
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<td>9.C.3 Cash flow arrangements or reserves are sufficient to maintain stability.</td>
<td>It is the policy of the State Chancellor's Office for community college districts to maintain a 3% reserve. PCCD Board of Trustees policy is 5%. The ending reserve as of June 30, 2001 was 8.53%.</td>
<td>N/A</td>
</tr>
<tr>
<td>9.C.4 The institution has a plan for responding to financial emergencies or unforeseen occurrences.</td>
<td>The District has a Special Reserve Fund, not part of the General Fund that can be used to cover financial emergencies or unforeseen occurrences. The funds currently have $2.6 million available.</td>
<td>N/A</td>
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| 10 The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students, and facilitate effective communication among the institution's constituencies. | The PCCD has a seven member elected Board and two non-voting student members.  
Board Policy  
1.01 Membership  
1.02 Student Trustees  
1.05 Duties and Responsibilities of Board of Trustees  
2.20 Arrangements for Recommending College and District-wide Policies  
2.23 Role of the District Academic Senate and College Faculty Senates in District Governance | The College of Alameda's shared governance structures include Academic Senate, Classified Council, Associated Students, and the Manager's Planning Committee.  
Board Policy  
1.01 Student Trustees  
2.25 Faculty Participation in College Development |
| 10.B.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. | District Human Resources establishes position descriptions for all administrative positions. Minimum qualifications for administrators in California are established in the CCR Title 5. Chancellor is evaluated by Board of Trustees.  
Board Policy  
1.18 Employment of Management Staff  
3.65 Evaluation of Administrator/Manager Personnel (College Managers below the level of President; District Managers below the level of Vice Chancellor) | College administrators are evaluated by appropriate college administrators. College Presidents are evaluated by the Chancellor.  
All evaluations are done in accordance with Board policies.  
Board Policy  
1.18 Employment of Management Staff  
3.65 Evaluation of Administrator/Manager Personnel (College Managers below the level of President; District Managers below the level of Vice Chancellor) |
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<td>10.8.7 Faculty has established an academic senate or other appropriate organization for providing input regarding institutional governance. In the case of private colleges, the institution has a formal process for providing input regarding institutional governance.</td>
<td>The Chancellor's Policy Advisory Committee (CPAC) membership includes representatives from faculty and classified senates, and bargaining units as well as District and college administration. The committee meets on a periodic basis. In addition the District Academic Senate as well as the District Classified Senate have regular meetings with the Chancellor and appropriate District Administrators.</td>
<td>College of Alameda’s Academic Senate meets with the President regularly and participates in standing committees and the College Council.</td>
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**Board Policy**

2.20 Arrangements for Recommending College and District-wide Policies

2.23 Role of the District Academic Senate and the College Faculty Senates in District Governance

2.25 Faculty Participation in College Development

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| 10.8.8 The institution has written policy which identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special purpose bodies. | The District Academic Senate President receives .5 release time for District Academic Senate Duties and there is also a District Academic Senate budget established annually between the DAS and Chancellor. | Each College Academic Senate President has been granted a .5 release time for College/District Academic Senate activities. The Standing Committees Policy delineates membership and participation guidelines. |

**Board Policy**

2.23 Role of the District Academic Senate and the College Faculty Senates in District Governance

2.25 Faculty Participation in College Development
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<td><strong>10.B.10</strong> The institution clearly states and publicizes the role of students in institutional governance.</td>
<td>Student Trustees have advisory votes at Board of Trustee meetings on governance issues. In addition to Student Trustees input at Board Meetings, the Presidents of College Associated Students are also invited on a rotating basis to comment before the Board during a standing item. <strong>Board Policy</strong> 1.02 Student Trustees 1.18 Employment of Management Staff 2.20 Arrangements for Recommending College and District-wide Policies</td>
<td>Colleges elect Student Trustees to the Board and also elect associated student officers. They participate in appropriate governance committees including appointment of members of student representatives to academic administrative hiring committees. <strong>Board Policy</strong> 1.02 Student Trustees 1.18 Employment of Management Staff 2.20 Arrangements for Recommending College and District-wide Policies</td>
</tr>
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<td><strong>10.C.4</strong> The district/system provides effective services that support the mission and functions of the college.</td>
<td>The following areas are centrally located: Human Resources, payroll, purchasing, accounts payable, financial services, risk management, admissions and records, marketing and public relations, facilities and maintenance, and police services.</td>
<td>College of Alameda has functional areas designed to support the mission that is a combination of District and/or college services.</td>
</tr>
<tr>
<td><strong>10.C.5</strong> The district/system and the college(s) have established and utilize effective methods of communication and exchange information in a timely and efficient manner.</td>
<td>The District communicates in numerous ways through annual mailings to all faculty and staff, through The Peralta Update, published monthly after Board meetings, and occasionally through e-mail to people@peralta. A number of regular meetings are established on a district-wide basis such as Vice Presidents of Instruction meet monthly with the Senior Vice Chancellor of Educational Services. The Vice Presidents of Student Services meet monthly with the Associate Vice Chancellor of Student Services. The Senior Vice Chancellor meets monthly with representatives of the Curriculum Committees at CIPD. The Senior Vice Chancellor also meets monthly with all Vice Presidents and Deans. In addition the College Librarians meet monthly, representatives of the College ESL Faculty meet monthly, district-wide discipline meetings are held periodically in Math and English.</td>
<td>Mechanisms are in place for intra-college communications. District/college mechanisms for communication undergo continuous improvement.</td>
</tr>
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</table>
ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

1. Authority

College of Alameda has the authority to operate as a degree granting institution based on its continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Commission of Postsecondary Accreditation and the United States Department of Education. This authority is published on page nine in the college catalog.

2. Mission

The College of Alameda mission statement echoes the mission statement of the Peralta Community College District. It was adopted by the College Council and approved by the Board of Trustees in Fall 1998. It was unanimously reaffirmed by college faculty and staff on Professional Day August 23, 2001. The mission statement is published on page eight of the college catalog.

3. Governing Board

A seven-member board that is elected by voters governs the Peralta Community College District. Two student trustees are selected by district-wide student body election. The function of the Board is to determine policy guidelines and establish rules and regulations consistent with the goals and operation of the District and the colleges. Trustees comply annually with the state’s Conflict of Interest Code to show no personal financial interest in the institution.

4. Chief Executive Officer

The college has a President who serves as the Chief Executive Officer and is responsible for the development of programs on the campus and the administration and operation of the college. The Board of Trustees appoints the President. The current President took office on July 1, 2002.

5. Administrative Capacity

The college has a sufficient number of administrators to effectively provide the programs and services that are defined by the college’s Mission statement. All administrators are selected using District guidelines and are qualified by education and experience to perform their assigned duties.
6. Operational Status

The college enrolls approximately 8,000 full and part-time students in a variety of courses leading to two-year degrees and certificates, and transfers to four-year institutions.

7. Degrees

College of Alameda offers 37 associate degree programs. Students may also earn certificates of achievement, completion, and skills. Degree opportunities and transfer courses are clearly identified in the college catalog.

8. Educational Programs

College of Alameda degree and certificate programs are consistent with the mission and based on recognized higher education fields of study. They are sufficient in content and length and maintain appropriate levels of rigor.

9. Academic Credit

The college awards academic credits based on the Carnegie unit, a standard generally accepted in degree-granting institutions of higher education. Institutional policies on transfer and award of credit are described in the catalog.

10. Educational Objectives

College of Alameda defines and publishes program educational objectives in course outlines and catalog.

11. General Education

The college provides courses that meet the California State University General Education breadth requirements and the University of California Intersegmental General Transfer Curriculum (IGETC) requirements. Degree credit for general education programs is consistent with levels of quality and rigor appropriate to higher education.

12. Faculty

The college has a substantial core of qualified and experienced full and part-time faculty to support all of its educational programs. A statement of faculty professional responsibility is described in the Faculty Handbook.
13. **Student Services**

College of Alameda provides appropriate student services and programs that address the needs of a diverse student population. These services include counseling, orientation, assessment, financial aid, transfer services, matriculation, EOPS, DSP&S, Early Alert, Career Center, and Child Care Services.

14. **Admissions**

The admissions policy is published in the catalog and clearly states the qualifications for admission to the college.

15. **Information and Learning Resources**

College of Alameda provides access to information and learning resources as well as services to support its educational mission. The library provides a wide range of print materials, books, periodicals, newspapers, and access to a comprehensive array of electronic databases. Other learning resources include tutorial center, basic skills, instructional support, and technology labs located on the second floor of Building L.

16. **Financial Resources**

Peralta Community College District is funded by local property taxes and state apportionment. The District develops a budget, which is Board approved. The budget allocates a portion of the District funds to College of Alameda; the college independently develops an operating budget from that allocation. Grants from a variety of sources enhance the ability to provide programs and services for students, faculty and staff.

17. **Financial Accountability**

The District undergoes regular external audit by a firm of Certified Public Accountants. The Board of Trustees reviews the audit findings.

18. **Institutional Planning and Development**

The college’s Educational Master Plan guides overall institutional planning and development. Other critical planning documents include the Matriculation Plan, Emergency Preparedness Plan, Student Equity Plan, and Facilities Plan.
19. Public Information

The mission statement of the college is published in the college catalog. Other catalog information includes degrees and curricular offerings, student fees, financial aid, refund policies, admissions policies, information about transfer requirements, and academic credentials of faculty, staff, and administration. Names of the members of the Board of Trustees are also included.

20. Relations with the Accrediting Commission

The Board of Trustees provides assurance that the college adheres to the eligibility requirements and accreditation standards and policies of the Commission in its policies and actions and in its validation of this Self-Study.
RESPONSES TO THE RECOMMENDATIONS

Responses to Recommendations from the March 1999
Comprehensive Evaluation Team Visit

The College of Alameda has responded to the recommendations of the previous evaluation team in the three subsequent years following the March 1999 visit; first, in March 2000 with an Interim Report and May 2000 Interim Visit; second, in December 2001 with the Focused Midterm Report; and third, through the new 2001–02 Accreditation Self-Study Report cycle.

The Accrediting Commission for Community and Junior Colleges (ACCJC), Western Schools and Colleges accepted the March 2000 Interim Report and noted considerable progress on the three major recommendations following the Interim Visit. The Focused Midterm Report submitted December 2001 gave special attention to progress on the three major recommendations along with other recommendations from the 1999 visit, and forecasted where the college expected to be by the next comprehensive evaluation visit scheduled in March 2003. ACCJC accepted the Focused Midterm Report and commended the college for the thoroughness of its responses to the Commission’s recommendations as well as to its self-identified agenda and for its student services program review. The three major recommendations were:

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.

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.

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.

To comply with simultaneous, comprehensive evaluation team visits at all four of the Peralta Colleges in March 2003, College of Alameda initiated the next accreditation self-study cycle two years earlier than would be expected in the six-year accreditation cycle. The college has also experienced several changes in its administrative leadership at the presidential, senior administrative, and dean levels, and loss of faculty due to retirements during the past three years.

Because of the shortened accreditation Self-Study cycle, the Focused Midterm Report responses to recommendations serve as the primary response of the college for the years
1999 to 2001 and are included below. Building upon these responses, accreditation Self-Study standard committees were charged to consider Focused Midterm Report progress in response to recommendations and planning agenda items as a foundation in writing Self-Study descriptions and self-evaluations.

Recommendations from the March 1999 evaluation team visit are in bold and italics highlight progress in responses to recommendations since December 2001.

**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.

In 2001–02, a considerable number of concerns regarding precise, accurate, and current catalog information were voiced by numerous college standing committees, instructional, and student services units of the college. These same concerns are echoed throughout several of the 2003 Self-Study Report standards.

In Fall 2001, steps to address readability, publication format, and layout were initiated by the Curriculum Committee. A sub-committee was charged to review other community college catalogs, the process for updating educational major programming sheets utilized in advising students, and to
consider including recommended degree and certificate program major sequencing in the next publication of the catalog.

In April 2002, the Office of Instruction participated in a Staff Development Workshop and presented to faculty strategies for creating a two-year discipline and/or department-scheduling model. In August 2002, goals for overall improvement of the catalog publication, the development of a two-year discipline-related scheduling model, and new scheduling grid were presented to faculty and staff at the Professional Day Program. These same goals were proposed and accepted by the Academic Senate as instructional/curricular priorities for the 2002-03 academic year.

The timeline for the development of the 2003–05 catalog has been affected somewhat by the overlapping cycles for completion of the college’s Focused Midterm and Self-Study Reports. Nevertheless, the Office of Instruction will convene the Catalog Committee in October 2002 to plan for an improved publication of the next catalog. By Spring 2003, the Catalog Committee will also consider and make recommendations to address the heightened need to communicate catalog changes on an on-going basis via the District’s Internet website, or as an addendum print publication at the mid-cycle of the next catalog in 2004. The college has continued its efforts to make the current college catalog more accessible to students via the District’s Internet Website, at the College Bookstore, in college program and service offices, and to the community via mail upon request.

**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 or institutional data and research, and involves self-assessment and external validation of the self-assessment. Program review information serves as a framework in integrating college-wide planning processes including curriculum, instruction, student success, staffing and resource allocation, identifying staff development needs, community outreach and articulation, and accreditation.
The aforementioned recommendation is one of three major recommendations resulting from the March 1999 Comprehensive Evaluation Team Visit. It was also one of three focus areas in the March 2000 Interim Report and the May 2000 Interim Site Visit, and in the Focused Midterm Report. Considerable progress at each benchmark has been made.

The program review schedule is integrated within the six-year accreditation cycle, whereby 20 percent of the programs are reviewed each year with the sixth year devoted to the Self-Study Accreditation Report. Thus, no program reviews were scheduled in Fall 2001 and Spring 2002, the sixth year in the accreditation cycle for three colleges in the District, and third year at College of Alameda.

In Fall 2002, instructional and student services program reviews resumed. Training for faculty and staff involved in program review was conducted by the Vice Chancellor’s Office for Educational Services and regularly occurs at the beginning of each program review schedule. At these training sessions, the review process is discussed and program data prepared by the Office of Research and Institutional Development is distributed.

The Fall 2002 instructional program review schedule includes English as a Second Language (ESL), Business, and CIS district-wide. The Student Services program review schedule includes Articulation and Transfer Centers. In Spring 2003, Humanities and Physical Education program reviews will be conducted district-wide, and Human Development Services is scheduled at College of Alameda. A district-wide Student Services program review is also scheduled for Matriculation and Athletics.

College of Alameda utilizes institutional data distributed by the District Office of Research and Institutional Development to inform its decision-making processes, particularly the instructional equipment and library materials allocation priorities, prioritization of new faculty hires, and update of the Educational Master Plan.

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.
The college's Office of Research and Planning assists programs and services in preparing local surveys and interpretation of data as needed. Efforts at the college to build upon effective college-wide standing committee structures continue. The role of the College Council in improving a more integrated planning systems model, and methods of publicizing institutional outcomes are still in progress.

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 (Focused Midterm Report, December 2001).

The college is in compliance with the recommendation to adopt a program review process for instruction and student services which includes the assessment of student learning outcomes. The response to this recommendation is fully addressed in the response to Standard Three recommendations.

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 (Focused Midterm Report, December 2001).

The timeliness and thoroughness of evaluating tenured and part-time faculty at College of Alameda continues to improve. Self-Study Report appraisals in this area indicate almost full compliance in the completion of tenured and part-time faculty evaluations in two out of three divisions. A goal of 100 percent compliance in evaluating all tenured faculty every three years as outlined in Board Policy 3.30B continues as a college goal and priority.
Recent faculty retirements required reconstituting several of the Instructional Improvement Clusters for the tenured faculty evaluation cycles. The non-teaching tenured faculty Instructional Improvement Clusters were formed, and the evaluation teams were identified in October 2002. Instructional faculty evaluation teams will be revamped as needed. Division Deans have established a part-time faculty evaluation schedule so that part-time faculty are evaluated during the first year of employment and thereafter, once every six semesters. The District has established a goal stating: “By the conclusion of the 2003–04 year, all presently employed part-time instructors shall have been evaluated.”

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 slated 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.

A College of Alameda Measure F capital project priority is the reallocation of increased space for the Student Services Support areas. The original project focused on the remodel, expansion, and renovation of the space designated for Student Services, but has expanded to include the entire Building A complex, thus delaying a Fall 2002 construction date. Discussions between District and college personnel to move this project forward were renewed in the 2001–02 academic year and facilitated by the interim President and the new President, beginning in June 2002.

Subsequent meetings have been held with college personnel, Physical Plant staff, District’s Office of Finance and Administrative Services staff, and an architect. Preliminary architectural design plans
were reviewed in September 2002. The Focused Midterm Report cited expected notable Student Services facility improvements by Spring 2003. A new construction schedule will more than likely be available.

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.

The Library is included in Peralta District's Program Review Schedule, but a date has not yet been determined. Depending on the District's program review date, College of Alameda's library staff and administration will consider conducting an internal assessment of its library services to improve funding allocations, planning for collection development, and systems to ensure faculty involvement in increasing library resources.
A new full-time librarian faculty position was approved and recommended for hire Spring 2002 and re-affirmed Fall 2002. If approved at the District, a new full-time librarian will begin in Fall 2003.

Allocations for library materials and instructional supplies increased slightly during the 2001–02 academic year, but overall base funding to support increased acquisitions of print materials, periodicals, microfilm, and audio-visual services materials has remained flat.

The library on-line systems have been installed, and maintenance of library systems technology are regularly discussed at District Librarian meetings. In addition, the Head Librarian serves as a college representative on the district-wide and college technology committees. Library technology issues and concerns are regular agenda items in both of these forums.

In Fall 2002, discussions began on consolidating the learning resource areas located on the second floor of the library. The retirement of the key faculty member who had a primary role in coordinating the Basic Skills Lab has led to the immediate need to assess the feasibility of consolidating individually functioning learning resource areas.

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 (Focused Midterm Report, December 2001).

Overall, the college and District processes to ensure that employee evaluations are implemented on a regular and systematic basis have improved. The college needs to continue its efforts to ensure that evaluations for employees in all categories are completed in a timely manner.

Managers—During the 2001–02, miscommunication occurred at the college level regarding the policy and authorization of interim managers conducting performance evaluations of permanent managers. Also, the management evaluations expected for this period may have been impacted by the changes in the college’s administrative leadership at the presidential, senior administrative, and dean levels. As stated in the self-study report, once the process is implemented properly, “...there appears to be adequate evaluation of effectiveness” within the process.

Faculty—Tenure Track Faculty Evaluations are implemented and conducted on a regular, systematic, and timely basis. Annually, district-wide faculty and managers involved in the process participate
in mandatory training and receive updated materials for conducting evaluations according to Board Policy 3.30.

In 2001-02, most of the scheduled tenured faculty evaluations and part-time faculty evaluations were completed. As noted in the response to this related recommendation in Standard Four, the Instructional Improvement Clusters of non-teaching faculty were reconstituted to form evaluation teams in October 2002, and Instructional Improvement Clusters for teaching faculty will be reconstituted, as faculty retirements occur.

A plan to complete part-time faculty evaluations according to Board Policy has been outlined by the Division Deans and the Head Librarian.

Classified Employees—The evaluation of classified employees in a timely and systematic basis continues to be an area where greater improvement is needed. The college’s managers are notified by the District’s Office of Human Resources of upcoming classified evaluations, but current procedures do not lead to successful or timely completion of classified employee evaluations. The college may need to consider implementing an internal timeline, and quality control system to improve the completion rate of classified employee evaluations.

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.

Inadequate custodial staffing continues to impact the overall maintenance and cleanliness of the college. Two college-wide Clean-the-Clutter Days were held—one in November 2001 and another in July 2002. In November 2001, managers also conducted a campus classroom/office area walkthrough to identify facility/maintenance needs (i.e., light fixture replacements, re-hanging of drapes, furniture removal/replacement, etc.). Each division/office area forwarded those identified needs to the Office of Business and Administrative Services for action and follow-up by the custodial staff. The cleanliness of other campus facilities resulted from the upgrade and remodeling of many of the student and staff restrooms completed in Spring 2002.

In Fall 2002, the college President re-emphasized the importance of cleanliness and maintenance of all areas of the college as a reflection of self-pride. The President underscored the goal of providing great service to students and the community served. In addition, two training sessions were conducted for managers and staff outlining available document storage services to alleviate problems of limited storage space in various areas of the college.

The college's Business and Administrative Services Manager retired in March 2002, after 39 years of service in the District. The permanent hire filling that position in October 2002 will play a pivotal role in working with custodial staff, district physical plant, and college staff in the continual improvement and consistent quality in cleanliness and maintenance of the college.

Standard Nine: Fiscal Resources

Recommendation

The team recommends that the district and the college examine and develop resource allocation processes, 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 (Focused Midterm Report, December 2001).

As noted in the Focused Midterm Report, the college responded to the recommendation of developing a resource allocation process linked to planning that provides incentives for enrollment growth, productivity increases and funding stability. This recommendation is widely understood and supported.
in the following areas: development of allocation requests for Partnership for Excellence, Instructional Equipment and Library Materials, and new faculty hire prioritizations, the Educational Master Plan, and Program Reviews.

The college's work with the District to formulate consensus on a fully integrated resource allocation model is still in process. Internally, college guidelines and processes for financial planning and budget development are clearly defined, but the Self-Study process has identified the need to clarify the scope and role of the College of Alameda's Budget Committee.

**Standard Ten: Governance and Administration**

**Recommendation**

None
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.

1.1 The institution has a statement of mission, adopted by the governing board, which identifies the broad-based educational purposes it seeks to achieve.

Description
College of Alameda is an independently accredited institution which is legally operated under the auspices of the Peralta Community College District (PCCD). The District also includes Laney College, Merritt College, and Vista College, each of which is independently accredited but legally affiliated with the PCCD. The PCCD mission statement, adopted in April 1998, reads:

The mission of the Peralta Community College District is to provide accessible, high-quality adult learning opportunities to meet the educational needs of the multicultural East Bay community (1.1.1).

The mission statement for College of Alameda, reads:

College of Alameda’s mission is to meet the educational needs of its community by providing comprehensive and flexible programs which will enable students to transfer to four-year institutions, to earn degrees and certificates in selected academic and occupational fields, to prepare for positions in the workforce, to improve their basic learning skills, and to expand their general knowledge (1.1.2).

The college mission statement, in concert with the District Mission Statement, identifies the broad-based educational purposes the institution seeks to achieve. This mission statement, approved by the College Council, was unanimously reaffirmed at an accreditation meeting with all faculty and staff on Professional Day, August 23, 2001.

Self-Evaluation
The 2002-03 Faculty, Staff, and Administration Self-Study Survey reported that 72 percent agreed or agreed strongly that COA is accomplishing its mission; only 9.6 percent disagreed (1.1.3).
Planning Agenda
None.

1.2 The mission statement defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.

Description
The mission statement identifies the students COA intends to serve by identifying the District goals. The mission statement is intended to work in concert with the goals of the institution, which are described clearly in the college’s catalog (1.1.2). The mission statement provides the overarching directive to provide comprehensive and flexible programs which meet the educational needs of the college’s target community.

Self-Evaluation
The mission statement adequately defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.

Planning Agenda
None.

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

Description
The college’s planning process, developed and approved in 1997, provides a focus for mobilizing and allocating the institution’s human, fiscal, technical, and physical resources. College initiatives are defined, assessed, reviewed and updated yearly. The five-year accreditation cycle was the original base period in which to implement the college planning process. The three-year Institutional Plan outlines the programmatic planning and budgetary requirements (1.3.1).

Self-Evaluation
The mission statement is the basis of the planning process; therefore, it always serves as a guide.

Planning Agenda
None.
1.4 The institution evaluates and revises its mission statement on a regular basis.

Description
The mission statement is regularly reviewed and revised. The 2002-03 Faculty, Staff, and Administration Self-Study Survey confirmed the college mission statement.

Self-Evaluation
The mission statement is regularly reviewed and revised, when needed.

Planning Agenda
None.

STANDARD ONE DOCUMENTATION

1.1.1 PCCD Mission Statement, Adopted April 1998
1.1.2 College of Alameda Catalog 2001-2003, Pg. 8
1.3.1 College of Alameda Planning Process, Pg. PS-1
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 external 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.

Description

College of Alameda intends to provide precise, accurate, and current information to its constituencies, the public, and prospective students through its catalog, class schedule, and student handbook. The institution also represents itself through news releases and internet websites.

The college catalog, published every two years, is the official publication of the institution. It is a comprehensive document detailing the institution’s mission, programs of study, and college services available to students. It also includes college and District policies and procedures. A listing of every course offering is accompanied by a description that includes applicable prerequisites, co-requisites and advisories. College policies and procedures pertaining to admission, fees, matriculation, student conduct, academic regulations, certificates and degrees, transfer requirements, and evaluation procedures are described. The academic calendar, and a listing of the PCCD Board of Trustees, District and college administrators, faculty and staff are included in the catalog. The District’s non-discrimination policy is presented in English, Spanish, Chinese and Vietnamese. The catalog is revised every two years under the auspices of the Office of Instruction; the 2001–2003 catalog was formatted and printed by the District Office, which created several problems to be explained below (2.1.1).

The class schedule, showing a detailed list of term course offerings by program/division, day, time, place, instructor and units, is published on a term-by-term basis. It is usually presented in two separate formats: a District-generated publication, which includes schedules for all four Peralta colleges (2.1.2), and a COA generated format which provides pat-
terns of courses particular to the college (2.1.3). The class schedule repeats material found in the catalog, such as admissions requirements, fees, matriculation information, and the college/District policies on non-discrimination, sexual harassment, and student grievance and due process. The non-discrimination policy is presented in English, Spanish, Chinese, and Vietnamese. Also included are telephone registration procedures and dates, assessment and orientation dates, the academic calendar, and the final exam schedule. This information can also be accessed through the District website.

A Student Guide for academic support services was developed by the Office of Student Services in 2002. It attempted to de-mystify the process of attending college with factual information about how to get around the campus and, more importantly, how to enroll in programs/classes with a view toward successful completion (2.1.4). Other campus publications are generated by the Offices of Instruction, Student Services, and Administrative Services; divisions and departments disseminate area-specific information (2.1.5). The Faculty Academic Senate posts minutes of its bi-monthly meetings in the campus Mailroom (2.1.6). Various standing committees issue advisories or requests for input from the college community throughout the academic year and report regularly to the College Council (2.1.7). The college Public Information Officer (PIO) publishes the biweekly COA Today Staff Newsletter during the academic year, which apprises the faculty and staff of institutional events, campus news, personal achievements, and advisories (2.1.8). A video showcasing the college campus, programs and activities is aired regularly on the District's cable access channel. In addition, the Public Information Officer supports recruitment and marketing efforts by designing and placing advertisements, maintaining media relations, and representing the college to communities by serving on local boards and committees.

The District established a website in the Spring of 1997 to which the college has linked its own web site. The District website can be visited by using Yahoo, Excite and various other search engines. It is also linked to the internet site of the State Chancellor's Office, the CSU system and the City of Alameda. The term class schedule (which is linked to the main District schedule), course descriptions, general information on programs, and a staff directory are provided on the college web pages. Some individual departments (Aviation and Diesel Mechanics, for example) have developed their own web pages, linking either with the District web site and/or with UC Berkeley (2.1.9). Space is available for college faculty to post their own websites (2.1.10). Ultimately, a web page for each program, with accompanying curriculum requirements and course descriptions, will be developed by the Office of Public Information.

A Faculty Handbook, compiled jointly by the Office of Instruction and Faculty Senate and revised to include additional material in 1998, details Board and college policies and procedures and identifies Board members as well as District and college administrators. The institution's integrity in its representations and operations is affirmed in the Faculty Handbook, which is given to full-time faculty members (2.1.11). Copies are available for part-time faculty at the Division Offices, Library and Office of Instruction. In addition, the Office of Business and Administrative Services annually distributes an updated Administrative
Services Handbook to every full-time faculty member; this includes copyright policy, emergency information, and copies of forms required by the business office (2.1.12).

The college’s internal publications (i.e., catalog, schedules, brochures, flyers, newsletters) and its external publications (i.e., recruitment brochures, websites, and public advertisements) attempt to present information as clearly, accurately and consistently as possible. Where an error or change is indicated (i.e., misprint in the Class Schedule, or curriculum additions or deletions), flyers are generated immediately and placed in the mailboxes of those individuals who are most affected (i.e., admissions and records, counselors, divisional offices) to apprise campus constituencies of the revision(s).

Self-Evaluation

Because the catalog is a two-year publication, the institution intends, but sometimes fails, to provide precise, accurate and current information in the catalog concerning educational purposes, degrees and certificates, curricular offerings, educational resources, student fees and other financial obligations, student financial aid and fee refund policies, requirements for admissions and for achievement of degrees and certificates, along with other information about programs and staff. The catalog information regarding degree and program requirements, course changes, fees, and policies is not always current. Moreover, new and/or changed information is not always disseminated beyond the instructional and counseling staff. Due to budgetary constraints dictated by staffing and instructional priorities, the catalog, and even program brochures, may not be updated between publication dates.

In the case of the (2001-2003) catalog, the District Office of Marketing and Public Information chose to input, edit, print and publish the document – a process that did not work well. Information was collected at the college and funneled to one individual who put it on disk; then all Deans and area supervisors read and corrected the appropriate sections; finally, the disk was sent to the District Office. The District Office of Marketing and Public Information’s staff re-inputted everything rather than using the college’s disk as received; its copy was then returned to the college for proofreading. College staff found and corrected numerous errors due to the “re-inputting.” Because the District’s Marketing Office used tables, the final copy approved by the college changed in formatting, causing everything to “shift up” from one cell to another. As a result, the current catalog contains mistakes in page references, course descriptions, and other areas. A significant percent of college personnel reacted to these inaccuracies in the 2002-03 Faculty, Staff, and Administration Self-Study Survey: 40 percent of administrators, 28 percent of faculty, and 41 percent of staff disagreed that the catalog information is accurate; and, in the same order, 40 percent, 28 percent, and 40 percent disagreed that the information is current (2.1.13).

A related problem involves the Spring 2002 Schedule, which included a reversed campus map after publication by the District. This error occurred despite several communications from COA attempting to correct the mistake during proofing. There appears to be insufficient quality control at the District level (2.1.14).
Because COA has a culturally diverse student population, many of whom are not native English speakers, it is important that the catalog be understandable. For increased clarity and comprehension, additional graphic presentations could replace some of the verbiage in the catalog. Also, important policies and requirements other than the Non-Discrimination Policy should be translated into the languages of the major student populations on campus: for example, Spanish, Vietnamese and Chinese (2.1.15).

There is a need to ascertain the accuracy and relevance of all college publications produced for the student community, including the catalog, class schedule, and degree and certificate brochures. To the extent possible, information about the admissions application and student grievance procedures should be printed in the languages of the student populations (2.1.16).

The District Web Committee developed a district-wide policy that has been approved by the Chancellor’s office and awaits Board of Trustees approval. As of now, no firm policies for the web have been adopted or implemented. Currently, it is unclear how to change incorrect information on the website (2.1.17). The college has its own Internet policy for students and staff, which is posted in computer labs on campus (2.1.18).

**Planning Agenda**

- Modify the language of the catalog to increase readability and comprehension; add multiple language entries for selected information and a statement regarding availability of all information in alternate formats.

- Place responsibility for checking accuracy of academic requirements and Student Services information for all college publications with selected individuals or a permanent College Catalog Committee, which would meet twice a semester and be convened by the Vice President of Instruction.

- Communicate accurate, updated information, such as program or course deletions and additions, and policy changes, through: 1) a catalog addendum mid-cycle; 2) updates and changes online through the district website; 3) a college process for faculty and staff to add to or correct the website.

- Recommend complete responsibility for the production of the catalog, schedules, and other publications return to the college.

- Require the Academic Senate to update the Faculty Handbook annually.

- Recommend adding the following advisory to all registration forms, with space for student to initial:

> I acknowledge that I have been notified that the COA catalog informs me of all my rights and responsibilities as a student and is available in the library, faculty offices, and for sale in the bookstore.
2.2 The institution has a readily available governing board-adopted policy protecting academic freedom and responsibility which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching-learning process.

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

Description

Board Policy 5.10, Intellectual Freedom, which was approved in March 1965 and revised in May 1997, is still the definitive statement on academic freedom and responsibility. Board Policy 5.15, Code of Instructional Standards, states in part that “The Peralta Colleges shall adhere to (1) the 1940 statement of the AAUP on academic freedom and tenure, using as their guidelines the AAUP statement of October 31, 1971 on Freedom and Responsibility...” (2.3.1). Copies of the Board Policy Manual are maintained in the library, the President’s office, and the office of every administrator.

The contractual agreement between the Peralta Federation of Teachers (PFT) and Peralta Community College District (PCCD) guarantees the right of freedom of inquiry and instruction for all faculty members through Article 4: Academic Freedom. Article 19: Grievance Procedure is a vehicle for redress should a faculty member feel that his/her academic freedom is being violated (2.3.2). The contractual agreement is distributed to all faculty upon re-negotiation and approval, usually at three-year intervals.

The college strives to promote the integrity of the teaching and learning process through a variety of ways. Curriculum is scrutinized by the Curriculum Committee for rigor and relevance. For example, the English Department faculty choose to meet monthly to review curriculum, schedules, textbooks, and myriad other items, despite functioning without a chairperson; subgroups meet more often and report back at the monthly meetings. During the Spring 2002 semester, the department began a regular pedagogy meeting during which one instructor takes approximately 60-90 minutes to discuss the structures and instruction methods of his/her classes. Topics have included grading, assessment, quizzes and essay assignments, homework load, and attendance policy. These meetings have helped colleagues understand one another's approaches. Ideas have been shared, debated, adapted, and adopted.

The college subscribes to a district-wide Code of Ethics. An ad hoc Ethics Committee exists at COA to “consider questions of professional conduct and ethics...(and) issues that adversely affect or impact the college, its staff and programs and exists only to identify issues, clarify the arguments, and offer its perspective in professional ethics and behavior” (2.3.3). The selection process, policies and procedures of the Ethics Committee comply with the District Academic Senate’s Ethics Committee charge (2.3.4, 2.3.5).
Self-Evaluation

The intent of the Code of Ethics is to identify and protect faculty rights and responsibilities inherent in academic freedom. A position paper titled "Faculty Ethics: Expanding the AAUP Ethics Statement," published by the Academic Senate for California Community Colleges in April, 1994, reminds faculty that "the intellectual virtues of being open-minded, fair, honest and objective in the consideration of differing views, being thorough in research, avoiding the manipulation of data, researching a well-reasoned point of view, and the like, should all be fostered within the intellectual character of the faculty member" (2 3.6). COA subscribes to this position.

In addition to serving as a philosophical base for academic freedom, the Code of Ethics distinguishes between personal conviction and proven conclusions on the part of faculty in their classroom behavior. The Faculty Handbook contains the Student Grievance Policy (Board Policy 4.43) and Student Academic Grievance Hearing (Board Policy 4.43A) (also delineated in the college catalog), designed to provide recourse for perceived violations of students' academic and civil rights. The Grievance Procedure (Article 19) for redress of perceived violations of faculty rights, although it should be, is not currently included in the Faculty Handbook.

Objectivity in the presentation of classroom information can be assessed through regular peer review, a contractual obligation which is also consistent with the college's mission of educational excellence as required by Section 87663 of the Education Code. The basis for peer review of tenured faculty involves four categories containing a total of 24 criteria for assessing performance relative to knowledge base and its application, motivation, interpersonal skills, and professional responsibilities. Among the criteria are four which address academic freedom and the unbiased presentation of information: faculty members are required to (a) provide perspectives that include a respect for diverse views; (b) continually assess the teaching-learning process and modify strategies as necessary to retain student interest, stimulate independent thinking, and encourage students to be analytical; (c) create a climate that is conducive to learning; and (d) display behavior consistent with professional ethics listed in the Code of Ethics. Part-time faculty are evaluated through a similar four-part process. Peer evaluation relies on criteria almost identical to those set forth in the AAUP paper.

Planning Agenda

- Include PFT Article 19 (Faculty Grievance Policy) to address perceived academic freedom violations and the CA Academic Senate's 1994 position paper, "Faculty Ethics: Expanding the AAUP Ethics Statement" to Code of Ethics in the Faculty Handbook.

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.
Description

Because it is a public institution, College of Alameda does not strive to instill specific beliefs or world views. Codes of conduct for all college employees are clearly delineated in college documents consistent with District Policies.

Self-Evaluation

Codes of conduct are implicit in Board Policies which describe situations of unlawful activity and/or proscribed behavior for all college employees. These numbered policies include: Preserving a Drug-Free Workplace (2.32); Affirmative Action Policy (Non Discrimination in Hiring and Sexual Harassment) (3.03); Nepotism (3.05); Copyright Policy (3.06); Political Activity during Working Hours; and Political Activities on District Premises (3.07), among others. These policies can also be found in the college catalog, Faculty Handbook, and Board Policy Manual. Codes of conduct directed especially to the faculty are to be found in the COA Code of Ethics and Board Policies on Intellectual Freedom and the Code of Instructional Standards contained in the Faculty Handbook. Also found in the Faculty Handbook is a list of instructors’ responsibilities and procedures concerning work-related injury, food and smoking regulations, and money-collecting transactions. Specific procedures related to emergency first aid and disaster preparedness complete a Code of Conduct that ensures the safety and well-being of the entire college community.

The college catalog apprises students of the Non-Discrimination Policy and Sexual Harassment Policy, and sets forth policies to maintain a drug-free campus. In addition, faculty are advised to include classroom codes of conduct in their syllabi. The Student Grievance, Conduct and Due Process Policy is represented in the college catalog, class schedule, and Faculty Handbook. The policy is consistent with the California Education Code, the California Penal Code and the California Administrative Code. The Faculty Handbook contains a Disruptive Student Behavior Procedures Manual in an effort to ensure a uniform approach to disruptive situations on campus. Disruptive behavior has been dealt with swiftly by the Vice Presidents of Instruction and Student Services, and, though effective, the college believes that additional emphasis on crisis intervention might prove beneficial. To this end, Staff Development sponsored in April 2002 a college-wide forum, “Creating a Safe and Respectful Environment on Campus,” with workshops and a presentation by a world-renowned expert on the topic of disruptive students (2.4.1).

Planning Agenda

None.

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

Standards that apply to students regarding academic honesty as well as related violations and sanctions are contained in the college catalog. Included are (1) a philosophical statement of appropriate behavior for College of Alameda students; (2) a description of academic dishonesty based on guidelines of conduct set forth by California State Law, the Education Code, and the California Administrative Code as well as by the college; (3) possible disciplinary action for violations; (4) appeal procedure; and (5) guaranteed privacy rights.

Standards for academic honesty by which faculty are expected to abide are contained in the Code of Ethics as well as in Board Policy 3.30: Tenure Track Faculty Evaluation Policy; and Board Policy 3.31: Evaluation Procedures for Temporary Part-Time Instructors and Long-Term Substitutes.

Self-Evaluation

The college catalog and current orientation materials adequately cover the expectations concerning principles of academic honesty and the sanctions for violation. In addition, instructors have the opportunity to modify or repeat this information in their class syllabi.

Planning Agenda

None.

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

Description

Board Policy 3.03, Affirmative Action Policy, is the most definitive statement on issues of equity and diversity governing the day-to-day operations of the District and the college. The District Office of Human Resources ensures that the non-discrimination policy as well as all tenets of affirmative action are adhered to in the hiring process of District employees. The Associate Vice-Chancellor for Human Resources approves the composition of screening and tenure review committees to ensure a balanced representation of gender, ethnicity, and college constituencies. Also, this officer of the District conducts a pre-screening presentation to committees involved in the college hiring process to ensure adherence to the non-discrimination policy.

The college strives to provide a positive learning environment and campus climate which demonstrates mutual respect and support for the diversity of its constituencies. One example is the Affirmative Action/Campus Climate Committee's sponsorship of three events, designed to encourage mutual understanding in the months after September 11, 2001. In addition, annual events celebrating Cinco de Mayo, Black History Month, and Asian New
Year are planned in concert with appropriate campus constituencies (2.6.1). The Office of Student Activities, home to the student government body (ASCOA), supports a variety of student clubs that are ethnically based, for example, La Raza Unida Club, the Black Student Union, the Vietnamese Club, and Filipino Club, which showcase student diversity through presentations, food sales, dances, and the like. These clubs and activities reflect the Fall 2000 demographics data, which reveal the following: the student population is 33 percent Asians; 26 percent African American/Black; 18 percent White; and 10 percent Hispanic (2.6.2).

College of Alameda acknowledges the responsibility to serve its diverse population through programs and services that accommodate the interests and abilities of all individuals. Student equity programs include Extended Opportunity Program and Services (EOPS), Programs and Services for Students with Disabilities (DSPS), and CalWORKs (2.6.3). Many faculty and staff are bilingual, which provides for increased understanding and comprehension of the college learning experience by limited English proficiency students.

Self-Evaluation

There is a demonstrated atmosphere of mutual respect on campus.

Efforts to heighten faculty and staff awareness of diversity and equity issues include Staff Development activities scheduled during Professional Days preceding Fall and Spring terms. The District Staff Development Officer coordinates seminars and workshops at all four campuses that give breadth, scope and variety to multicultural issues characteristic of an urban population.

Cultural activities which celebrate diversity include an evening cultural series featuring, in 2001–2002, the Diamano Courss West African Dance Company, Maestro Michael Morgan, conductor of the Oakland East Bay Symphony, and cellist Emil Miland, of the San Francisco Open Orchestra, among others. Annual campus events involving the coordination and participation of the college community celebrate Asian, Hispanic, and African-American heritage and culture (2.6.4).

Passage of Proposition 209 has not deterred the District or college in pursuing an affirmative action policy in recruitment and hiring of employees. All applications contain the Peralta District Affirmative Action statement (2.6.5).

Though the ethnic composition of the faculty does not yet reflect a rate proportionate to the student population, efforts to recruit from a diverse community base can be documented. The college participates in the Faculty Diversity Internship Program under the general direction of the Associate Vice-Chancellor for Human Resources. The coordinator implements the Diversity Program by supporting and facilitating the recruitment and retention of a diverse group of faculty interns from various Bay Area graduate school programs. In addition, the District participates in a registry at the California State Chancellor's Office to recruit diverse applicants (2.6.6).
Planning Agenda

None.

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

Description

College of Alameda maintains that the athletic program plays an integral role in the total educational process of its students. Teams are fielded in men's basketball and tennis and women's volleyball and tennis. The college is a member of the Bay Valley Conference (BVC), which is governed by the policies and procedures detailed in the Constitution of the CCJCA Commission on Athletics. The college President ensures compliance with the Constitution, especially as it pertains to recruitment and athlete eligibility. The Vice President of Student Services supervises the Athletic Director in the daily operations of the program. The Athletic Director, in conjunction with Admissions and Records, establishes the eligibility of all students to compete, and conducts regular eligibility checks throughout the season. Forms are sent at regular intervals throughout the respective sport seasons to the BVC Commissioner, who rules, in concert with a hearing board, on eligibility issues as well as on other matters relating to intercollegiate athletics. Due to the honesty and integrity of the athletic staff, in the last 11 years, there have been no instances of athletic ineligibility resulting in forfeiture of contests and/or institutional probation as sanctions levied by the BVC Hearing Board.

Student academic success remains the main priority of the athletic program. An athletic advisor/college counselor meets regularly with student athletes to develop educational plans and to assist in identifying and meeting special needs such as financial aid. Progress reports are initiated and sent out to respective instructors to identify at-risk student athletes. Eligibility checks are conducted weekly to ascertain that all participating athletes are currently enrolled in 12 or more units.

Self-Evaluation

The College of Alameda continues to uphold honesty and integrity in the athletic programs by enforcing the policies and procedures of the state, Commission on Athletics, and BVC in matters such as eligibility, recruitment, and Title IX compliance. The Athletic Director, in concert with other college officials, monitors, evaluates, and makes appropriate adjustments to ensure the academic success of the student athlete. It would facilitate this process to use baseline indicators. However, the program is hampered by the limited number of college personnel currently working in the athletics program. To facilitate potential sponsorships and community interest, more connection with local businesses would be helpful.
Planning Agenda

- Utilize baseline indicators to monitor the student athlete's academic progress.
- Conduct sports clinics and presentations at the college and throughout the community to build alliances with local businesses.

2.8 The institution demonstrates honesty and integrity in its relationships with the Accreditation Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure, and self-study requirements.

Description

College of Alameda has demonstrated integrity and honesty in all its relationships with the Accreditation Commission. The college cites as evidence of compliance with Commission standards and requirements previous self-studies and interim reports resulting in accreditation since its first full accreditation in 1973. The college welcomes the in-depth Self-Study to focus even more intently on how best to serve our campus community in keeping with our mission and goals.

Self-Evaluation

To ensure honesty and integrity in its compliance with Accreditation Commission standards, policies, guidelines and self-study requirements, the college designates the Vice President of Instruction as Accreditation Liaison Officer who works with the Accreditation Self-Study Chairperson to plan and coordinate the Self-Study. Faculty members are approved to serve on the committee by the Academic Senate; classified staff are approved by the President of the Classified Council; and Student Senators are appointed by the President of the ASCOA. The Accreditation Steering Committee works closely within the framework of the Commission guidelines and institutional documents to produce a Self-Study that fairly and honestly depicts the college.

Planning Agenda

None.

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.
Description

Board policies are the foundation for institutional policies, practices and publications, and as such, promote the standards for integrity in all representations about the college mission, programs and services. The Board revises its policies and representations to the community in response to what it perceives as the best interests of the four Peralta Colleges.

College of Alameda attempts to evaluate and revise its institutional policies and practices through a process of shared governance involving all campus constituencies as represented in the College Council. Publications are reviewed and revised as circumstances, time and resources warrant. In all matters, the college strives to ensure honesty and integrity in its policies, practices and publications.

The District has recently centralized marketing to emphasize the District rather than individual colleges; this development has allowed for a more "recognizable" public image in print materials and a common design. The intention is to establish the District as a respected entity within the areas its colleges serve.

Self-Evaluation

The College Council meets regularly to approve policy and program proposals from Standing Committees or other groups and to recommend them to the college President (2.9.1). Revision of college practices should continue as long and short-term initiatives are identified and assessed. For example, during Spring 2002 all discrete areas within COA contributed a list of priorities to the College Council, which then determined a "top 10" list of "College Priorities for Student Success"; in addition, an all-college forum was held to solicit further input. Another example of a concerted planning effort to promote the institution's mission, programs and services is the Students Plus Enrollment Management Task Force. This group met twice during the Fall 2001 term to improve marketing and recruitment efforts, retention practices, and to coordinate overall college plans to improve efficient and effective practices for student success (2.9.2).

The District's current centralization of marketing makes it very difficult to market College of Alameda locally. In all print, radio and TV advertising, including the local Alameda media, the District takes prominence and the college is merely one of four institutions. Programs specific to the college, such as Dental Assisting, can be the focus of an ad, but are presented within the context of the District (2.9.3). Peralta District and the College of Alameda are located in the county of Alameda, which may create college name recognition confusion. District guidelines prevent local Alameda newspapers from publishing a map showing the college's location. According to the District's Executive Director of Marketing, Public Relations, and Communications, the only way to get around marketing limitation is for the college to conduct mailings to local residents at its own expense, but only after going through the District's process in order to standardize the appearance of such mailings (2.9.4).
Planning Agenda

- Disseminate the minutes of the College Council, Academic and Classified Senates college wide.

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

- Identify a local marketing process for COA within the centralized marketing functions.

STANDARD TWO DOCUMENTATION

2.1.1 College of Alameda Catalog, 2001–2003
2.1.2 PCCD Class Schedule, Summer 2002
2.1.3 COA Schedule of Classes, Fall 2002
2.1.4 COA Student Guide 2002
2.1.5 Campus Publications from the Offices of Instruction and Student Services
2.1.6 Faculty Senate Minutes 2000–01; 2001–02
2.1.7 Standing Committee Advisories
2.1.8 COA Today Staff Newsletter
2.1.9 COA Website
2.1.10 Faculty Website Title Page
2.1.11 Faculty Handbook, 1997–98
2.1.12 Administrative Services Handbook 2001–02; 2002–03
2.1.13 2002–03 Faculty, Staff, and Administration Self-Study Survey
2.1.14 Spring 2002 Class Schedule
2.1.15 Marketing and Registration Materials in Spanish, Vietnamese, and Chinese
2.1.16 Student Services Flyer, "Languages Spoken other than English"
2.1.17 PCCD Web Policy
2.1.18 COA Internet Policy

2.3.1 PCCD Board Policy Manual
2.3.2 PFT/PCCD Agreement
2.3.3 COA Code of Ethics
2.3.4 Statement on Charge of COA Ethics Committee
2.3.5 District Academic Senate Position Paper: Charge and Role of Ethics Committees
2.3.6 Faculty Ethics: Expanding the AAUP Ethics Statement

2.4.1 April 30, 2002 Forum Announcement

2.6.1 Student Activity List
2.6.2 Peralta Facts 2000
2.6.3 EOPS, DSPS, CalWORKs Brochures
2.6.4 Flyer for Campus Events
2.6.5 PCCD Application for Employment
2.6.6 Faculty Diversity Internship Program Handout

2.9.1 College Council Minutes, 2000–01, 2001–02
2.9.2 Students Plus Enrollment Management Task Force Agenda 2001–02
2.9.3 PCCD Public Information Guidelines
2.9.4 Personal Communication Between Chair for Standard Two, and PCCD Executive Director of Marketing, Public Relations, and Communications, April 2002
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 Institutional Research and Evaluation

3A.1 Institutional research is integrated with and supportive of institutional planning and evaluation.

Description

A primary aim at College of Alameda (COA) is to link college-planning processes to available research and data, and to observable outcomes, in order to measure institutional effectiveness.

College of Alameda's Educational Master Plan recognizes the importance of sound research and detailed evaluation and implements policies accordingly. The plan, revised annually, updates program recommendations and establishes goals based on data collected by the Peralta District Office of Research and Institutional Development (ORID). Data for student services and instructional programs are used to measure program success (3A.1.1).

In Spring 2002, COA faculty, staff, and student government representatives from all disciplines, units, and standing committees each submitted to the President a list of five priorities for achieving student success. As a result, the college has a working list of 75+ priorities for student success. The College Council has ranked the top 10 as the basis for future planning. Three examples from the top ten college student success priorities are: 1) implement Student Success Project recommendations; 2) plan, develop, and implement a strategic marketing/public relations/community relations plan for the college; and, 3) increase student access to open labs, particularly on weekends (3A.1.2).

The ORID is the research hub for the four colleges in the District. The ORID has developed comprehensive databases and processing systems in compliance with the California Community Colleges Management Information System (MIS). The ORID is in the process of upgrading its data warehouse with a new server and interactive relational database applications that will allow college researchers and management to have access to the mainframe databases and to generate reports in a user-friendly manner.

Research data provided by the ORID is disseminated through a number of sources including
the District website, faculty workshops, management workshops and retreats, and through the Program Review Process (3A.1.3).

The ORID, along with campus researchers and administrators, is currently revising the regularly administered Student Satisfaction and Student Climate surveys. The Peralta Facts 2000 book was recently updated, distributed and publicized (3A.1.4).

The college Research and Planning Officer is working with the ORID to develop accurate and effective ways to measure and assess student outcomes, in the areas of basic skills, assessment, placement, retention, and matriculation follow-up.

The college has re-instituted its Research Advisory committee. Objectives of the committee include coordination of the COA Five-Year Research Plan; overseeing the research activities agenda; networking with faculty and staff to promote interest and participation in grants and resource development; and helping potential grantees define and present their ideas (3A.1.5).

Self-Evaluation

The PCCD Office of Research and Institutional Development and the COA Research and Planning Officer produce considerable data. However, this data is not disseminated among the college community as broadly as it should be. There is a need to integrate institutional research with institutional planning and evaluation. Reestablishment of the COA Research Advisory Committee is a positive step and should greatly enhance data gathering for planning and evaluation.

Planning Agenda

- Increase the dissemination and usage of research data provided by the Office of Research and Institutional Development and college researcher to link college plans to assessment of institutional effectiveness.

3A.2 The institution provides the necessary resources for effective research and evaluation.

Description

Effective research and evaluation is carried out in partnership with the District. The District funds the Office of Research and Institutional Development (ORID). The ORID provides data to assist with effective research and evaluation, in developing, for example, the Fall 2001 College Profile (3A.2.1). The college supports the acquisition of grants for additional research activities conducted by individual programs and/or faculty members.

The college Researcher and Planning Officer, who reports to the President, is an integral part of campus activities and a member of the Research Committee, the Matriculation
Advisory Committee, the College Council, the President’s Cabinet, and the Students Plus Enrollment Management Task Force (3A.2.2).

The College Research Committee, which includes representation from all campus units, assists in the development and prioritization of research projects, coordinates with the accreditation standards committees, provides liaison with the District Office of Research and Institutional Development provides information about grants and research.

The District publishes an annual Peralta Facts Book available on the ORID’s web page. The institution emphasizes the need for accurate research and data for curriculum improvement and master planning. The data from the District is used by faculty for program review as well as by the administration for curriculum development. Through the Office of Research and Institutional Development web site, faculty and staff have access to a large data warehouse that includes information on student demographics, outcomes, and satisfaction measures.

**Self-Evaluation**

Although the college has made progress in providing the necessary resources for evaluation, data is not easily available because of the technology limitations of the mainframe. The Office of Research and Institutional Development has recently purchased a data warehouse which should make data easier to obtain and to evaluate. The college researcher is assisting the college to develop successful procedures for evaluating institutional effectiveness.

**Planning Agenda**

- Expand the college’s resources for the Office of Research and Planning.

**3A.3** The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purposes.

**Description**

The college uses strategy results and outcomes to measure its progress in meeting the goals of the College Educational Master Plan, which is updated annually. The outcome indicators and measures were derived in part from the goals set forth in Partnership for Excellence reports (Partnership for Excellence, Concept Paper, April 2001, California Community College Chancellor’s Office) (3A.3.1).

The management team, the ORID, and the college researcher work closely with faculty in identifying research projects for student success and in conducting project evaluation. Examples of research projects the college is conducting include: The Early Alert Follow-Up Project in Student Services, the NSF Women in Technology Grant, the Basic Skills Student Survey, the Basic Skills Student Focus Groups, and the NSF Math and Science Grant Proposal.
Planning and evaluation documents are discussed and brought for approval at regular President's Cabinet and College Council meetings. The college conducts workshops, training, and special meetings to discuss and circulate all documents related to the master plans (3A.3.2).

A regular system of program review for both instructional and student services has been implemented. Between 2000 and 2001 the college completed 15 instructional and one student services program reviews: Anthropology, Apparel Design and Merchandising, Automotive Body and Paint, Aviation, Biology, Chemistry, Economics, English, Financial Aid, Geography, History, Mathematics, Physics, Political Science, Psychology, and Sociology. These reviews entailed comprehensive intra-disciplinary self-assessments by COA faculty and a rigorous external validation process by external faculty or highly qualified consultants. Program reviews are currently available for inspection at the College of Alameda Office of Instruction (3A.3.3).

Self-Evaluation

The college utilizes the data provided to assess and evaluate its programs, operations and services for improvement within the context of available fiscal and human resources. Managers gather information from their respective cost center personnel or discipline faculty as a form of continuous evaluation of programs and services and in preparation for the annual Institutional Plan. Program reviews represent an investment in the college researcher staff time to research data, and record findings utilized to make recommendations for strengthening or improving specific areas. The college has made significant progress in incorporating data into the Educational Master Plan. However, the need to more fully integrate the findings across all college structures and adopt standards of achievement exists.

Planning Agenda

- Refine the process by which the results of program review are incorporated into college-wide planning.

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

Description

Through the program review process, each program is reviewed on a five-year cycle. Recommendations based on internal and external data, including student surveys, are reviewed and implemented annually. The results are used in the development of the recommendations in the next cycle. The college has recently hired full-time faculty as recommended in the latest Educational Master Plan in the following departments: Physics (1); Computer Information Sciences (2); Sociology (1); and Psychology (1). The full-time positions
in the Music Department and the Matriculation Coordinator/Counselor have been reopened; in addition, a full-time college nurse has been hired.

In its planning process, the college conducts evaluations through the accreditation process, by program and services review, and by examining research data provided by the District ORID and the State Chancellor’s Office, Management Information Systems.

The Focused Midterm Accreditation Report afforded the college the opportunity to review the recommendations of the 1999 evaluation team and to note institutional and programmatic changes that have occurred in response to the recommendations (3A.4.1).

The Educational Master Plan is linked to the college’s mission and goals; its annual update indicates progress toward achieving current objectives. At the same time, the update highlights institutional objectives in need of strengthening and improvement in the areas of administrative services, instruction, and student services. The plan is reviewed by the College Council and forwarded to the Board of Trustees for its review.

Student Services funded under special programs, such as Financial Aid, Extended Opportunities Program and Services (EOPS), and Programs and Services for Students with Disabilities (DSPS), have periodic program reviews by the funding agency. In Fall 2000, the Houston Consulting Group reviewed District financial aid services, and recommended increased staffing, improved facilities, and improved technology. The results of this study were incorporated into the program review done by College of Alameda in 2001 (3A.4.2).

Institutional data submitted to the State Chancellor’s Office for MIS reports has also enabled the college to evaluate progress in areas such as student outcomes, for example, transfer and degree/certificate completion, and basic skills development.

The ORID conducts Student Climate and Student Satisfaction surveys in alternate years to measure institutional effectiveness of programs and services. The results of these surveys have provided the impetus for changes college-wide. For example, results of the Campus Climate Survey conducted in the Fall of 2000 indicated three main areas of dissatisfaction: status of college bathrooms, quality and availability of food services, and procedures and practices at the bookstore (3A.4.3). The college has responded to these problems by hiring an additional custodian, changing food service vendors, and working with Follett, the campus bookstore, to hire a new, permanent manager. In addition, periodic meetings with Follett are held to resolve problems.

The ORID produced a comprehensive report entitled Peralta Facts 2000 (3A.1.4). Updated sections of this report contain useful information on topics such as student demographics, enrollment and transfer rates. This report has been used by the college to assess student enrollment trends, workforce trends, program and services effectiveness, and, most importantly, not only to document how well the institution accomplishes its mission, but to identify areas needing improvement. College plans are then developed which link research and planning and resource allocation to provide for improvements in programs, services, and campus climate.
Self-Evaluation

The college has made progress in using its program reviews for improving its programs and services. Through the shared governance process, decisions to hire faculty and staff and purchase equipment and supplies are made on the basis of the recommendations of the program reviews. However, most of the recommendations of the Financial Aid program review have not been implemented because of a lack of resources.

Planning Agenda

- The college will unify segmented evaluation and planning efforts to improve programs and services.

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

Description

The College of Alameda's Planning Process report for the years 1997-2002 details the planning process cycle. 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, for example, PFE, FTES-Enrollment Management, budget allocations, and human resource allocations (3B.1.4).

Self-Evaluation

The President, management team, Academic Senate President, and the Classified Council ensure that planning and decision-making processes involve all segments of the college community, as appropriate.

Planning Agenda

None.

3B.2 The institution refines and integrates its evaluation and planning processes to identify priorities for improvement.

3B.3 The institution engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes to improve programs and services.
Description
College of Alameda’s Educational Master Plan establishes annual priorities in the administrative, instructional and student services areas. This document is also reviewed to determine the consequences of mid-year changes in state budget allocations and to make plans for facilities renovation. Action objectives listed in the plan are achieved in as timely a manner as possible in light of available fiscal, human and facility resources. Evaluation occurs annually as to progress on campus-wide improvements, which is followed by subsequent planning to update priorities.

The Educational Master Plan identifies the need for human, financial, and physical resources on a department-by-department basis. The plan influences the allocation of resources and aids in the acquisition of funds. Departments and disciplines within the college develop their annual operational plans based on Educational Master Plan objectives and strategies.

The plan is reviewed and adopted by the College Council, which was created to coordinate all aspects of institutional planning. Minutes from the Council are published regularly and distributed to all members of the college. Recommendations of the Educational Master Plan are included in the District’s Five-year Construction Plan and the Strategic Technology Plan (3B.3.2).

Self-Evaluation
The college has made significant progress in incorporating new data in all planning processes. However, the findings need to be more fully integrated across all college structures, and viable standards for evaluation of achievement need to be adopted.

Planning Agenda
None.

3C. Institutional Outcomes Assessment

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

Description
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 Facts 2000 book serves as another source of documentation.

The Research and Planning Officer co-chairs the COA Research Committee and works with the ORID on an ongoing basis to produce data that has increased the college’s ability to evaluate how well the institution has achieved its goals.
Self-Evaluation

The College Council, a shared governance committee, plays an integral role in determining appropriate institutional goals and outcomes. The Council hears and votes on new initiatives and a representative of each of the 18 Standing Committees gives reports. However, a few of the committees have difficulty meeting monthly. In Spring 2002, the Council obtained 75 priorities for student success from the college divisions and standing committees, and selected the top ten priorities. The Council, with the Presidents’ leadership and assistance of the college Researcher, will now have to see that the priorities are implemented and evaluated for their contribution to student success and learning (3C.1.1).

The District Office of Research and Institutional Development updates the Peralta Fact Book annually; however, these reports are not consistently distributed at the department level. The District ORID also publishes a College Profile and a Department Data Book for each department undergoing program review on a 5-year cycle. This information is distributed in a timely and efficient manner to the designated departments.

College Presidents at each of the four PCCCD colleges have the opportunity monthly to present a report on college program activities to the Board of Trustees, Peralta employees, and members of the community at Board meetings (3C.1.2).

The new President is working with the college researcher to develop a COA research and planning agenda for the year 2002-2003. Additionally, the college researcher works with the district-wide research committee to develop a district-wide research agenda.

The college President is planning to hold three community forums, at different community locations, during the year 2002-2003. Through these forums, the institution will learn about community needs that the college could address; the community members will have the opportunity to hear about what the college offers the community.

The Public Information Officer provides information on the college, including faculty/staff/student achievements and a schedule of meetings and special events through the college newsletter, COA Today, press releases, and college-wide voicemail and e-mail (3C.1.3). The Public Information Officer (PIO), a liaison between the college campus and the District, also publishes six COA Reports, a comprehensive newsletter, in the academic year (3C.1.4). The PIO would like to be able to integrate more research-based initiatives, such as focus groups, random sampling surveys or Nominal Group Technique sessions.

Through the development of the College Council, the COA Planning Process, the COA Educational Master Plan, and the coordination of college and District research offices, progress has been made in planning and evaluation efforts. However, the process of integrating research with planning to all budget processes is an on-going effort, one that could be strengthened to reach all members of the college community.
Planning Agenda

- Increase community outreach by publicizing reports, planning efforts, and accomplishments more effectively.

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

Description
The PIO communicates information to the college service area as well as to the public about programs, campus activities, and the receipt of grants, awards and honors. This office is also responsible for placing ads for recruitment of prospective students in newspapers, on radio and television, and for creating quality brochures promoting college programs.

The college is exploring ways to obtain additional recognition and support by establishing linkages with community organizations, and by hosting campus services and events. The latter include the Multi-Cultural Annual Fair in conjunction with Alameda Multicultural Community Center; a College Night in conjunction with Alameda Unified School District; and the Ecology Fair in conjunction with Friends of Alameda Wildlife. Also, the college hosts the One-Stop Career Center in partnership with the city and county of Alameda (3C.2.1).

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.

Description
The College Council reviews all planning documents and initiatives. Divisions, disciplines, and programs review, modify and propose plans on a regular basis. The college monitors concerns, opinions, and complaints from current and former students and the community to improve college effectiveness in services to students.

Self-Evaluation
The institution is continuing to assess its decision-making processes. College of Alameda continues to find new ways of increasing participation in decision making so as to include students, management and faculty to the extent possible. For example, the President's Cabinet, College Council, and each Standing Committee consists of representatives from the student council (ASCOA), classified staff, faculty, and management (3C.3.1).

Vocational programs continue to be viable because of special funding and donations. For example, the college takes advantage of VTEA funding, which has the added benefit of
linking the institution, through vocational advisory committees, to industry experts. Such experts help direct the educational and academic requirements so that students gain the full benefits of new technologies. College of Alameda has been the recipient of funding from Microsoft as well as from an Advanced Transportation Technology Grant, and the Caterpillar Excellence Grant. The Caterpillar Excellence Grant provides the institution with an advisory committee with members from industry. The committee plays an important role in the college's re-training of faculty, and in the identification and acquisition of the correct equipment to meet new course requirements.

Planning Agenda

- Promote the use and application of relevant data to assess and evaluate institutional effectiveness.

- Improve the review and evaluation of institutional research efforts in all areas of planning to ascertain efficacy in assessing institutional effectiveness.

STANDARD THREE DOCUMENTS

3A.1.1 College of Alameda Educational Master Plan, 2002-2017
3A.1.3 PCCD Website: www.peralta.cc.ca.us; Management Training Workshop, July 26-27, 2001
3A.1.4 Peralta Facts, 2000
3A.1.5 College Research Projects
   Technological Support Survey
   Professional Development Survey
   Basic Skills Student Survey
   Basic Skills Student Focus Group
   Title III Basic Skills Grant
   NSF Women in Technology Grant
   2002-03 Faculty, Staff, and Administration Self-Study Survey

3A.2.1 College Profile, Fall 2001
3A.2.2 Students Plus Enrollment Management Task Force, 1998, revised 2001; Matriculation Plan, revised April 2002

3A.3.1 Partnership for Excellence Report
3A.3.2 Minutes: College Council, 2001–2002
Financial Aid Advisory, 2001–2002
Research Advisory, 2002
Cabinet, 2001–2002

3A.3.3 Program Review Binders, 2000–01

3A.4.1 Focused Mid-Term Report, December 2001
3A.4.3 Campus Climate Survey, Fall 2000

3B.1.4 College of Alameda Planning Process, 1997–2002

3B.3.2 PCCD Five-Year Construction Plan, 2004–2008 (revised 3/15/02)
PCCD Strategic Technology Plan, 1996–97

3C.1.1 College Council Minutes, October 1, 2002
3C.1.2 PCCD Board of Trustees Regular Meeting Agenda, September 20, 2002
3C.1.3 COA Today
3C.1.4 COA Reports

3C.2.1 Program Announcement Flyers

3C.3.1 COA Standing Committees
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. GENERAL PROVISIONS

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.

Description

The college mission is to meet the educational needs of its community by providing comprehensive and flexible programs that will enable students to transfer to four-year institutions, to earn degrees and certificates in selected academic and occupational fields, to prepare for positions in the workforce, to improve their basic learning skills, and to expand their general knowledge (4A.1.1).

College of Alameda offers 26 Associate in Arts degree programs, 11 Associate in Science degree programs, and numerous certificate level programs. Vocational offerings include four apprenticeship programs. While in the past certain Peralta courses and programs were considered the sole prerogative of one Peralta College over another, as the needs of technology have changed, so has this practice. In May of 2001 this policy was clarified to state: "Peralta Colleges must respect each other's geographical service areas; however, Peralta courses and programs can be offered at more than one PCCD College when it is cost effective and efficient to do so" (4A.1.2).

The college provides courses that meet the California State University General Education (CSUGE) breadth requirements and the Intersegmental General Transfer Curriculum (IGETC) requirements. Currently, 48 courses have qualified in the California Articulation Number (CAN) System and are reflected in the 2001-2003 college catalog.

College of Alameda continues to provide programs and services needed by the Temporary Aid to Needy Families (TANF) students to meet job training and future employment goals. College of Alameda has also been involved in projects aligned to Peralta's goals for community and public outreach to business, industry, other educational, and community-based organizations. Some of those alliances include a collaboration with BayTEC for A+ training and Network Basics Program at the Cypress-Mandela Technology Training, and a fundamentals of Information Technology program in partnership with BayTEC, Urban
Voice and Oakland PIC. Other partnerships in progress are with the Port of Oakland, Cisco, and Bank of America. In Fall 2001, the institution began serving as a mentor college in the American Association of Community Colleges (AACC) Microsoft Working Connections Grant Program, and co-sponsor of a Women in Technology Grant (4A.1.3).

The service area of the Peralta District includes a combined population of 608,764 reflecting considerable demographic variation. The service area covers the cities of Alameda, Albany, Berkeley, Emeryville, Piedmont, and Oakland. The diverse demographic composition of the student body is drawn from the Peralta six-city service area in northern Alameda County. Alameda County, with a population of 1.3 million, is the seventh most populous of the 58 California counties and the fifth most racially diverse county in the United States. Ethnic variation is represented by the eighty-two languages spoken in Oakland. In the Oakland Unified School District, the largest district in the Peralta Service Area, 28 percent of the students are identified as limited English proficient; half speak Spanish as their primary language; and nearly one-fifth speak Cantonese. Between 1994 and 2000, the percent of non-English speaking students at College of Alameda has varied between 20 and 21 percent.

Many of the students enrolled in the Oakland Unified School District (OUSD) come from households in economic need. Six in ten students (59.9 percent) are eligible for free school meals; this compares with 32.7 percent in Berkeley, 49.2 percent in Emeryville, and 47.3 percent of K-12 students enrolled statewide. In the OUSD nearly a third (32.5 percent) are from households eligible for benefits under the California Work Opportunity and Responsibility to Kids (CalWORKS, formerly AFDC) program; this compares with 13.8 percent in Emeryville, 11.3 percent in Berkeley, and 14.1 percent statewide.

Approximately 62 percent of the college’s students come from Oakland, identified as the most racially diverse city in the U.S. According to the Peralta Office of Research and Institutional Development data compiled in Fall 2000, eight of ten of Peralta’s students reside within the six-city service area with over one-half residing in Oakland. “Among students enrolled in the College of Alameda during Fall 2000, just under one-third (31%) resided in Alameda and another third (37%) in Oakland. The College of Alameda draws about 17% of its students from cities outside the Peralta Service area, as compared with 20 percent district-wide” (4A.1.4).

Between 1994 and 2000, the number and percent of students who had completed a high school degree steadily declined. Nearly two-thirds of students enrolled district-wide had completed high school, coming to Peralta with a diploma from a U.S. or foreign high school, or having completed a GED/high school proficiency certificate. More than one in five students had an Associate degree or higher. Only 8 percent had completed a high school degree or its equivalent, while another 5 percent were concurrently enrolled in high school. During these years the number of new students/recent high school leavers enrolled at College of Alameda from Alameda schools increased (17 to 26%), but new students from Oakland decreased (41 to 34%).
College of Alameda accommodates the needs of its students from diverse demographic and economic backgrounds by providing a comprehensive array of student support services and programs, including personal, educational and career counseling; job placement; child care; health services; an international student program; Extended Opportunity Program and Services (EOPS); and a Tutorial Services Center. In addition, the college has a Transfer Center, Programs and Services for Students with Disabilities (DSPS); and, financial aid and scholarships as well as athletic programs.

Self-Evaluation

The college mission statement reflects an understanding and commitment to meeting the varied educational needs of its students from the economically, ethically, and culturally diverse six-city service areas. Respondents to the 2002–03 Faculty, Staff, and Administration Self-Study Survey indicated considerable agreement (21% strongly agreeing and 51% agreeing) that College of Alameda is accomplishing its mission statement (4A.1.5).

In Fall 2001, the College of Alameda Student Satisfaction Survey indicated that 89% of respondents were either satisfied (73%) or very satisfied (16%) when asked to rate their overall satisfaction with the college in comparison with 12% of respondents indicating either unsatisfied (11%) or very unsatisfied (12%). In addition, 94% of the respondents expressed satisfaction with the quality of instruction and were satisfied and very satisfied with instructors' knowledge of subject matter (96%), instructors' fairness in grading (91%), instructors' teaching style (91%), preparedness of instructors (91%), and helpfulness of instructors (93%) (4A.1.6).

The Educational Master Plan, updated in Fall 2001, reflects guidelines by department and program and identifies elements for educational programming, facilities, and equipment needs for the years 2001–2017. The plan assists the college in its decision-making and long and short-term planning (4A.1.7).

The college has completed fifteen instructional program reviews since the systematic Peralta Community College Program Review process, initiated in Fall 1999 and implemented in Spring 2000 (4A.1.8). All colleges in the District adhere to a program review schedule integrated into the six-year accreditation cycle with 20 percent of programs reviewed each year and the sixth year devoted to the Self-Study Accreditation Report.

Interestingly, the 2002–03 Faculty, Staff, and Administration Self-Study Survey results indicated no obvious pattern in response to the question of whether program review adequately measured the teaching process and content of courses in preparing students to meet their goals. This may indicate the need for better integration of review findings into other college-wide committee planning processes (4A.1.5).

Continuing efforts in meeting the needs of English-As-A-Second Language (ESL) students in both basic skills and workforce and economic development, and life-long learners include: 1) Mastick Senior Center; 2) COA Cultural Events Series; 3) Vocational ESL classes;
4) Basic skills focus groups/projects; 5) new technology equipment in instructional labs; 6) One Stop Career Center; and, 7) the Virtual Workplace Lab.

Planning Agenda

- Increase the integration of program review findings into curriculum and instruction planning, matriculation, staffing, determining resource priorities, and staff development plans.

- Utilize program review recommendations, where applicable, to increase community outreach, articulation, workforce and economic development, basic skills, English-As-A-Second Language, and lifelong learners programs.

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.

Description

College of Alameda enrolls over 6,000 full and part-time students each semester and offers approximately 400 sections of day and evening credit courses, Monday through Saturday, on the main campus and at the COA Air Facility adjacent to Oakland International Airport’s North Field. Approximately one-fifth of students enrolled are full-time and four-fifths are part-time. Two-thirds of COA students attend in the daytime, one-third evening, and Saturdays. Programs and courses leading to degrees are offered in a scheduled pattern that enables students to complete their course of study in a reasonable time frame. The majority of students attend College of Alameda during the morning weekday hours. In order to accommodate a wide variety of student needs, courses are of varying lengths (e.g. 6, 9, 12, and 18 weeks) and start dates (4A.2.1).

College of Alameda works collaboratively with Laney and Merritt Colleges to offer Weekend Transfer College courses scheduled on Friday evenings and all day Saturday. This program is designed to assist students in completing general education requirements for transfer, using an alternate scheduling pattern (e.g. block scheduling). To increase student completion rates, experimentation with schedule sequencing patterns continues.

Requirements for degree programs are printed in the college catalog after approval by the District’s Council for Institutional Planning and Development (CIPD). The catalog is revised every two years. Class schedules for Summer and Fall are printed and distributed early in the Spring to assist students in planning schedules in advance. All classes are listed in the class schedules via the PCCD Internet website, distributed to high schools, libraries, community centers, mass media, and made available to students and visitors on campus.

General education (GE) courses required for the Associate Degrees or for transfer to the UC or CSU are the most frequently offered courses with the widest distribution of class times.
and are offered at least once each academic year. Courses in vocational programs are offered according to their published curriculum patterns.

**Self-Evaluation**

The Fall 2000 census data indicates 25 percent of Peralta students enroll full-time (e.g., 12 units or more per semester). Overall, 63% of Peralta students were “matriculating” as defined by the state-mandated matriculation process tracking the number of students receiving services in five areas: 1) Admissions; 2) Orientation; 3) Assessment; 4) Counseling/Advising; and, 5) Follow-up. In Fall 2000, seven in ten students were categorized as “matriculating.”

Nearly one-half of students enrolled by matriculation goal are preparing for transfer or attending courses to improve job skills. More than one in five students at the college are non-native English speakers. The popularity of CIS and business-related majors corresponds to the greater number of students preparing for transfer and working toward degrees and certificates. The top seven majors in rank order are: CIS, Business Administration, Accounting, General Curriculum, Nursing (a Merritt College major), Auto Mechanics, and Psychology. Transfer rates to UC have remained consistent, over a ten-year period. College of Alameda transfers to CSU declined by five percent in 1995–96, although there was an increase in transfers in one out of the last six years (4A.1.4).

College of Alameda offers programs and courses leading to degrees in a manner providing students opportunities to complete educational goals in a reasonable time. The college is engaged in discussions and planning to improve program offerings on an on-going basis. Discussions in the Curriculum Committee led to the formation of a workgroup assigned to the task of upgrading the Educational Major Planning Sheets used by the counselors in advising students in recommended program/schedule sequences for timely completion of educational goals (4A.2.2). These discussions pointed to the validity of establishing a two-year schedule plan in all disciplines and the need to review major course offerings to increase the depth and breadth of the curriculum in some areas (4A.2.3). As the Curriculum Committee considers the adoption of courses, course lengths are examined for maximum flexibility, giving consideration to the predominantly part-time student population and adult learners returning to upgrade work skills.

Although College of Alameda, Merritt, and Laney College offer general education courses via the Weekend Transfer College Program taught at and administered by Laney College, COA has implemented its own successful Weekend College (4A.2.4). College of Alameda’s Weekend College courses are primarily short-term CIS, medical transcription, and ESL courses. College of Alameda allocates annual funds to Laney College for the administration of the Weekend Transfer College, but the college has not designated a base allocation of funds for its own Weekend College to cover expanded staffing, academic support, student, and library services.

Prior to Summer 2001, Peralta Colleges offered a Consolidated Summer School at Laney College including Laney, Merrit, and COA courses. In Summer 2001, due to the closure of Laney College for construction, College of Alameda offered a full Summer Session of classes.
including many Laney courses for the first time in many years. In Summer 2002, a successful, full schedule of Summer Session classes was offered by all four of the Peralta Colleges. As a result, College of Alameda will need to fully integrate a change in base allocations of funds into educational, fiscal, and human resource planning to sustain its summer session.

Since 1999, new processes in publishing the college catalog and the production of the class schedule have been implemented. Considerable concern has been expressed among all constituent groups of the college due to errors in the 2001–03 catalog. The Curriculum Committee is spearheading efforts to follow-up on recommendations for improving catalog accuracy, publishing a year-two addendum, and making major changes to the current format and layout of information.

A district-wide schedule production timeline is established that enables the colleges to publish and disseminate print and Internet web-based class schedules (4A.2.5). In addition, considerable progress has been made in creating a common look and feel in print and broadcast media materials. While maintaining a Public Information Officer (PIO) is a District centralized function, a PIO is located at each campus. College of Alameda is currently served by an interim, part-time PIO.

**Planning Agenda**

- The Office of Instruction, Curriculum Committee, Student Services Division, and Academic Senate will work in establishing recommended two-year scheduling patterns for all associate degree programs.

- The Office of Instruction in consultation with Student Services and the Academic Senate will recommend the adoption of a new course schedule grid.

- The 2002–03 Catalog Committee will update and reformat the college catalog to improve accuracy and to reflect recommended two-year scheduling patterns for all program majors.

**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.

**Description**

A student is allowed to complete the program of study published in the catalog in effect at the time the student entered the college, providing the student is continuously enrolled. As appropriate, counselors, faculty, and division deans work closely with students in processing course waivers and/or substitutions for timely completion of educational goals. All students, regardless of the date of entering, must fulfill the general education requirements.

When particular courses cannot be offered, special topics and independent study options
may be possible. The student may also complete required courses offered at other Peralta colleges. Course changes are usually the result of one of the following: recommendations of advisory committees; faculty retirements; new developments in technology; major subject matter changes in academic disciplines; and/or recommendations of outside accrediting agencies.

**Self-Evaluation**

Very few instructional programs have been discontinued, but the college’s academic support specialist works with the Curriculum Committee in updating the inactive course master file. Faculty, counselors, and administrators bring course/program deactivation requests to the Curriculum Committee. Once approved, they are presented for final approval at the district level Curriculum and Instructional Program Development (CIPD) Committee (4A.3.1).

Faculty retirements have resulted in some disciplines not having a full-time faculty member and have, in some cases, increased the potential for the elimination or reduction of program and course offerings. Ongoing program reviews and regular updates to the Educational Master Plan assist in advance planning for any potential program requirements or program elimination.

**Planning Agenda**

- Review and communicate college-wide internal procedures for course and program elimination.

**4A.4** The institution provides sufficient human, financial, and physical (including technological) resources to support its educational programs and to achievement of the goals and objectives of those programs regardless of the service location or instructional delivery system.

**Description**

College of Alameda is committed to providing its diverse student body with educational programs and support systems to meet educational goals despite the constraints of several hiring freezes. The moratorium on new faculty hires was lifted for the 2001–02 academic year, allowing openings for seven new faculty positions. Many faculty positions have been lost over the years and have not been filled. In the interim, primarily part-time faculty have sustained several of the college’s programs.

The college has sponsored numerous programs and activities to increase student awareness of academic and support services including college orientations and semester Welcome Back activities. The college recently reactivated its Early Alert System, whereby faculty members identify students who may benefit from tutorial, counseling or other services. In
the last several years, the college has successfully moved forward in establishing and maintaining instructional and learning technology labs to serve students in all areas of study.

Self-Evaluation

The Focused Midterm Report, December 2001, pointed to the need for better linkages between the college's established committee structures to improve utilization, effectiveness, and efficiency of human, fiscal, and physical resources (4A.4.1).

The college is making some headway in the replacement of full-time faculty particularly in disciplines currently sustained by part-time faculty. However, establishing a long-term plan for the replacement of retiring faculty, rather than a year-to-year prioritization process could improve capacity for program expansion and outreach efforts (4A.4.2).

Although, the college continues to grapple with the ongoing 1351 (e.g. hourly faculty) budget balancing process each fiscal year, College of Alameda's shared governance process for the prioritization of human resource needs appears to be effective. In addition, the instructional equipment allocation process has been effective in addressing instructional equipment, some library materials, and technology needs. Moreover, ongoing VTEA and Partnership for Excellence resources have strengthened the college's ability to sustain vocational training, basic skills, and ESL programs.

The Measure E Bond, passed in 2000, remaining Measure B funds, TTIP and ADA allocations are assisting the college in major facilities renovations and athletic fields upgrades. The Library Automation project was completed in 2002, and the college is in the final planning stages for renovation of the Student Services Center, other areas in the Building A complex, which houses computer labs, program areas, classrooms, and the college's administrative service offices. In Spring 2002, 140 instructional computer stations and 50 administrative workstations were upgraded (4A.4.3). Furthermore, College of Alameda maintains a Technology Committee focused on student, instructional, learning resource, training, administrative, and staff technological priorities and goals (4A.4.4).

Planning Agenda

None.

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.
Description

College of Alameda provides comprehensive counseling services available to students in a number of locations. Counselors are well versed in all aspects of matriculation requirements and educational program planning; they are prepared to help students with any aspect of campus life, including the special needs of foreign students. Counseling services are extended to students at the Transfer Center, Career Center, EOPS office, Athletics Department, and DSPS office (4A.1.4).

The Counseling Department provides detailed planning to assist students from the time they enter the college until the completion of their chosen programs. The delivery of counseling services is designed to meet the specialized needs of an economic and culturally diverse student body.

Self-Evaluation

Results from the Student Satisfaction Survey indicated a 60 percent satisfied and very satisfied rating on personal counseling received. Although the findings of recent Basic Skills Student Focus Groups, conducted in Spring 2002, indicate that assistance from counselors is the number one way in which they choose classes, findings also pointed to wrong or inconsistent information given to students from counselors (4A.5.1).

Planning Agenda

- Utilize the Students Plus Enrollment Management Task Force as a collaborative planning group to facilitate communications between faculty and counselors.

4B. DEGREE AND CERTIFICATE PROGRAMS

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.

Description

The degrees and programs offered by College of Alameda, listed in detail in the catalog reflect college mission and are designed to give students a comprehensive learning experience. Student Grievance, Conduct and Due Process, and Academic Grievance Hearing policies are also described in the catalog.

The general education course pattern, major requirements, and program specific requirements are provided to students. The general education pattern exposes students to diverse
courses in language development, communication, analytical thinking, science, arts, social and behavioral science, and the humanities (4A.1.1).

The College Curriculum Committee reviews courses for breadth, depth, rigor and curriculum patterns to ensure the appropriateness of all degree and certificate programs. At present, faculty are developing a variety of short-term classes for the Welfare to Work requirements to accommodate the CalWORKS students (4B.1.1).

CIS has created eight short-term weekend courses (e.g. three weekends in length and one credit each) with certificate options. Other courses include a forklift certificate, a general clerk certificate, a word processor certificate, and short-term automotive courses. (4B.1.2).

**Self-Evaluation**

During the 2001-2002 academic year College of Alameda awarded:

- Associate Arts Degrees 200
- Associate Science Degrees 29
- Certificate of Completion 96
- Certificate of Achievement 58

In keeping with the California Community Colleges Partnership for Excellence (PFE) goals, College of Alameda is committed to increasing the number of degrees and certificates awarded. The degrees and programs of the college support the mission of the institution. Additionally, they are of coherent design and appropriate length, breadth, depth, rigor, and sequencing of courses. Peralta Community College District has outlined a comprehensive Program Review schedule. The use of information and learning resources has been synthesized into many of the degrees and programs.

In Spring 2000, College of Alameda implemented a regular cycle of program review beginning with one academic program, Mathematics, and one vocational program, Aviation Maintenance. In Fall 2000, program reviews were 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 reviews continued for Biology, Physics, the other half of Social Sciences (including Political Science, Psychology, and Sociology), and one vocational program, Auto Body and Paint. The Student Services Financial Aid Program Review was completed in Fall 2001. During Fall 2002, Program Review will be conducted at ESL, CIS, and Business. Student Services reviews will include Articulation and Athletics (4A.1.8).

**Planning Agenda**

None.
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.

Description

The College of Alameda degree programs fall within the guidelines established by the College Curriculum Committee, articulation agreements and recommendations of vocation-al advisory committees. Courses are designed to focus on levels of achievement as stated in the expected student learning outcomes on sections of individual course outlines. Course outlines stipulate how student achievement will be measured. Currently, 174 course pre and co requisites have been validated (4B.2.1).

The college received a Title III grant to support its curricular efforts in Basic Skills. The Basic Skills program offers courses in reading, English (writing), and mathematics. An essential component of the Basic Skills Lab is devoted to ESL, where reading, writing, speaking, grammar, and vocabulary are taught, using multimedia software to address a wide range of levels. (4B.2.2).

A Virtual Workplace Lab was opened to accommodate flexible scheduling for CalWorks students and teaching of workplace soft and hard skills. Several courses in the Business Department have been redesigned to meet the needs of students planning to join the workforce (4B.2.3).

Self-Evaluation

The Curriculum Committee is working to improve the systematic update of pre and co-requisites in accordance to matriculation standards. The two systems will remain in place until the college completes the current six-year program review cycle. Currently, the program review process includes the review and revision of pre/corequisites, but the college will continue to update pre/corequisites as needed in programs scheduled for program review in later years.

Planning Agenda

None.

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.
Description

Expected learning outcomes for degree and certificates are assessed in a six-year program review cycle. Learning outcomes data and degree and certificate completion and other student/program success indicators are an integral part of the review. Annually, college program review results are approved by the Board of Trustees and made public (4B.3.3).

The catalog is reviewed and revised every two years by a committee consisting of faculty and administrators. The Counseling Department prepares student advisement sheets, outlining requirements for transfer and pre-professional programs. Course articulation agreements with four-year institutions support the course listings in the catalog and course schedules (4B.3.1).

Self-Evaluation

Student success rates are closely monitored and tabulated by the District Office of Research and Institutional Development and college researcher. Student success rates are also an important part of program review and contribute strongly to assessing degree and certificate learning objectives. The college is near completion of the update of all courses with SCANS competencies (4B.3.2).

Successful course completion is a key indicator of student academic performance. Under the Partnership For Excellence (PFE), the Peralta Community College District is striving to contribute its share toward meeting statewide goals for improving rates of successful course completion (4B.3.3).

Course completion or completion rates refer to successful course completion. Completion rates have dropped significantly for all Peralta colleges ranging from 71 percent as a high at COA in 1994, to 61 percent as a low at Vista in 2000. During this six-year period, the overall successful course completion rates declined from 71 percent to 66 percent at the college. For the same period, the persistence rate for COA was near 60 percent. For the 2000 Fall semester, the continuing student persistence rate was 68 percent and new students maintained a 54 percent persistence rate.

In the Fall of 2000, an "A" grade was the most frequently awarded passing grade (31%) at all the Peralta colleges. At College of Alameda "A" grades made up fully one-third of all grades awarded. At College of Alameda, the proportion of passing grades dropped between 1994 and 2000 (4A.1.4).

Planning Agenda

None.
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.

Description

Students may elect to receive an Associate in Arts (AA) Degree if they satisfactorily complete the general education requirements as outlined in the catalog. Students may elect to receive an Associate in Science (AS) Degree if they satisfactorily complete all general education requirements for the AA degree, including a major of a minimum of 18 semester units in a Physical or Biological Science or in a specific vocational Program (4A.1.1).

A student may complete the CSUGE course pattern or the IGETC course pattern designed for transfer to the California State University System or the University of California. A degree leading to transfer includes lower division major courses in preparation for transfer, thus providing a depth of study in a specific or varied subject area (4B.4.1).

The College of Alameda philosophy statement for the associate degree and general education requirements addresses multiple learning experiences considered appropriate for a college degree. Components include computer literacy, ethnic studies, and critical thinking, in addition to General Education and specific program major requirements.

Self-Evaluation

College of Alameda’s program and course content indicate that students are provided with a significant introduction to the broad areas of knowledge, theories, and methods of inquiry. The Curriculum Committee considers courses that introduce innovative teaching and learning strategies such as learning communities and service learning. Broader areas of knowledge and inquiry are discussed at the college’s Curriculum Committee meetings and the District’s Curriculum Committee (CIPD) meetings.

Planning Agenda

- Develop a comprehensive plan introducing teaching strategies to reinforce the interdisciplinary core (e.g. service learning, learning communities, multiculturalism, etc.).

4B.5 Students completing degree programs demonstrate competence in the use of language and computation.

Description

The language competency may be met by completion of general education requirements listed under Language and Rationality. The reading level competency can be met by completion of lower-division baccalaureate level courses in literature, philosophy, history, and
economics, or social and behavioral science. Mathematics competency is met by completion of a course at the elementary algebra level or higher. The computer literacy requirement allows students to complete one of a variety of courses within the computer information systems curriculum.

Competency is demonstrated by completing designated courses with a grade "D" or higher. Students may graduate with an AA degree if the overall GPA is 2.0. Competency in certain areas may be met by skills testing.

Partnership for Excellence (PFE) funds have been allocated to college programs based on specific criteria in support of the PFE state-mandated goals of transfer, degree and certificate completion, vocational course completion, and basic skills. Funds were also allocated across divisions to directly support instruction in the classroom (4B.5.1).

Self-Evaluation

All faculty are required to follow approved course outlines. Competence in language and computation is required in general education courses and established criteria are reflected in course outlines.

College of Alameda requires four basic competencies to earn a degree: English (writing), reading, mathematics and computer literacy. The English Department faculty have taken steps to link writing and reading courses to the college's Writing and Basic Skills Lab (4B.5.2).

Planning Agenda

None.

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.

Description

Students completing technical and professional programs meet minimum standards to earn their certificates. These standards are in accordance with advisory committee recommendations and the individual program accreditation requirements of Aviation Maintenance, Dental Assisting, Auto Mechanics and Diesel Mechanics. Completion of degree requirements are validated by Admissions and Records and documented on the student's transcript. The One-Stop Career Center and Workplace Development Office, as well as individual departments, track vocational program completion rates, as well as job placement for students served.
Self-Evaluation

During the academic year 2001-2002 College of Alameda awarded:

- Associate Arts Degrees 200
- Associate Science Degrees 29
- Certificate of Completion 96
- Certificate of Achievement 58

The College One-Stop Career Center and Workforce Development Office as well as individual departments, attempt to track vocational programs, and job placement. A systematic, college-wide program for collecting this data needs to be addressed.

Planning Agenda

- Investigate the feasibility of the college researcher establishing a systematic COA student placement tracking system.

4C GENERAL EDUCATION

4C.1 The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalogue.

Description

College of Alameda degree programs are set forth in the college catalog. A minimum of 60 semester units is required for an associate degree. A minimum of 22 semester units are required in general education courses distributed over five component areas: natural sciences, social and behavioral sciences, humanities, language and rationality, and ethnic studies.

In each general education component the student may select from a variety of courses to demonstrate the competencies necessary to meet the breadth of understanding required for the degree. Criteria for completion of the general education requirements are explained in the catalog, published in student publications, and are part of each student’s counselor review process (4C.1.1).

The college conducts an annual review of the general education (GE) requirements in consultation with other colleges in the District. Actions on any changes are proposed by the GE Subcommittee of the District’s Council for Instruction Planning and Development (CIPD). Curriculum and general education patterns are given careful attention by the college Curriculum Committee, approved by the District’s Council for Instruction, Planning and Development (CIPD), and ultimately the Board of Trustees of the Peralta Community College District. They are then printed in the catalog and made available for all student publications and for counselor meetings with the students (4C.1.2).
Self-Evaluation

Because the catalog is a two-year publication, the institution intends, but sometimes fails, to provide precise, accurate and current information in the catalog. This rationale, provided in Standard Two of this report, is applicable for the need of clarity and complete terms in the catalog. The general education component of the catalog is of particular concern.

On the 2002-03 Faculty, Staff, and Administration Self-Study Survey, over 2/3 of the Faculty either disagreed or strongly disagreed with the statement that the "Information published in the COA catalog educational purposes, degree or certificate course offerings and requirement, and other components of general education are clear." In the same survey, over 25% of the faculty either disagreed or strongly disagreed that the "information published in the COA catalog on educational purposes, degree or certificate course offerings and requirements, and other components of general education are accurate." Similarly, over 30% of the faculty disagreed or strongly disagreed that the "information published in the COA catalog on educational purposes, degree or certificate course offering and requirement, and other components of general education are current."

In each general education component a student may select from a variety of courses to demonstrate the competencies necessary to meet the breadth of understanding required for the degree. The criteria for completion of the general education requirement are explained in the catalog, published in student publications and are part of each student's counselor review process.

The 2002-03 Faculty, Staff, and Administration Self-Study Survey shows that some lower division courses in general education areas that are required for transfer, might not be offered. Therefore, some program majors leading to degrees/certificates could be strengthened (4A.1.5).

The Articulation Officer conducts an annual review of the general education requirements. This review is presented to the Curriculum Committee at COA. It is also done in consultation with the other colleges in the District, at the Council for Instruction, Planning and Development (CIPD), and ultimately approved by the Peralta Board of Trustees.

Planning Agenda

- The Curriculum Committee will work with the 2002-03 Catalog Committee to correct errors and inconsistencies in the current catalog.

- Increase curriculum development to strengthen course offerings leading to degrees/certificates and revise AA and AS majors, as needed, for congruence with UC and CSU major lower division requirements.
4C.2 The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.

Description

College of Alameda’s general education pattern is based on an educational philosophy that emphasizes that courses are open to all, introductory, and encourages appreciation and understanding of the world. This is a district-wide philosophy reviewed by the General Education CIPD subcommittee in the Spring of each year (4C.2.1).

Faculty members who submit courses to the Curriculum Committee for general education follow the guidelines stated by the General Education Subcommittee of CIPD. Courses are reviewed by the Curriculum Committee at the first reading and suggestions are made. Two weeks later the course is placed on the agenda for approval. The course outline is then presented to CIPD to confirm a uniform course description. If approved, it is offered with a temporary course number.

If the course has been well received and meets an educational need, it will receive a permanent number within one or two semesters. It may become a General Education course after it has been submitted for yearly review by the GE subcommittee of CIPD and approved by both groups.

Self-Evaluation:

The general education component is based on a philosophy and rationale that are clearly stated and in accordance with Title 5. Course outlines are reviewed as a part of the program review conducted by each academic discipline.

The District’s curriculum committee, CIPD, has made strides in ensuring that more common course descriptions and course numbers are approved and stated in all college catalogs. In Spring 2002, the colleges and CIPD created short course descriptions that will be listed in future district-wide class schedules. A mechanism to improve the adoption of common course descriptions, as courses go through the approval process, has been adopted.

Planning Agenda

None.

4C.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.
Description

College of Alameda's general education courses fulfill a well-defined general education policy. Courses are offered to meet the requirements in fine arts, natural sciences, the humanities, American institutions, social and behavioral sciences, language and rationality, and computer literacy.

Two institutional requirements have been added to the general education criteria. American Cultures (which satisfies the U.C. Berkeley requirement) is an ethnic studies requirement specifically designed to give students an understanding and appreciation of diversity in society. In addition to the critical thinking requirement stated in Title 5, College of Alameda requires a critical thinking course for graduation.

Self-Evaluation

While general education courses are offered to meet requirements, some courses may not be offered as frequently as desired in all disciplines (4A.2.1). Difficulty in obtaining the required number of students for a class may be one of the reasons for this problem. Faculty inertia when it comes to creating new courses is an area that needs to be addressed. For example, more courses could be developed to fulfill the American Cultures requirement, which satisfied the U.C. Berkeley requirement.

Planning Agenda

- Research other community colleges to develop potential ways of addressing faculty inertia.

- Pursue external funding to reinforce faculty creativity in the development of new curriculum.

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.

Description

College of Alameda students have demonstrated the various competencies in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking. Competency in oral and written communication is demonstrated by earning a "D" grade or higher in one of the general education courses under the English composition area. Students who earn a "D" in General Education courses for mathematics, English, and the natural sciences and can graduate with an AA degree. However, a cumulative GPA of 2.0 must be achieved.

Competency in quantitative reasoning is met though earning a "D" grade or better in
beginning algebra or a higher level of mathematics or statistics. Students may graduate with an AA degree if the overall GPA is at least 2.0. Students must earn a "C" grade or higher in courses in a chosen major. New students demonstrate their competency by completing a course under the communication/analytical-thinking component of the general education pattern, which includes oral communication, advanced English composition, philosophy, computer information systems and mathematics. However, in written communication, English 5: Critical Thinking is offered concurrently with English 211: Introduction to Critical Thinking. Concurrent enrollment in English 5 and in English 211 means the instructor often has to assess students at numerous competency levels.

Critical analysis competency is met by completing a course under the communication/analytical-thinking component of the general education pattern, which includes oral communication, advanced English composition, philosophy, computer information systems, science and mathematics (4A.1.1)

**Self-Evaluation:**

Faculty use multiple measures in assessing student outcomes and establishing learning objectives. Although, grades, course completion, and student advancement to the next level course serve as an indicator of competency, the 2002-03 Faculty, Staff, and Administration Self-Study Survey shows concerns regarding variance of grading among faculty within the current grading system. Students may graduate with an AA degree if the overall GPA is at least 2.0. Students must also earn a "C" grade or higher in courses in a chosen major (4A.1.5).

An effort has been made by both faculty and staff to increase the competency levels through the revised Matriculation Plan (4C.4.1). As a result of the district-wide English program review and follow-up district-wide English faculty meetings, the English/Reading/Writing assessment cut-off scores were revised. The new cut-off scores will be effective Spring 2003 (4C.4.2). The college also maintains a Basic Skills Lab, a Writing Center and a Mathematics Lab where students receive assistance to improve their competency in both oral and written communication and in quantitative reasoning.

**Planning Agenda**

- Evaluate the impact of new English/Reading/Writing cut-off scores and adjust schedule of classes, as needed.

**4D CURRICULUM AND INSTRUCTION**

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.
Description

District-wide guidelines for conducting program review were developed in Fall 1999 and implemented in Spring 2000. To date, 15 instructional program reviews and one student services program review have been completed.

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

Self-Evaluation

A regular system of program review to assess student outcome measures and to inform the institutional planning process was implemented in Spring 2000. Since that time, the college has made significant progress in conducting instructional and student services program reviews. The 2001–02 academic year was devoted to the accreditation self-study process, but program review resumed in the 2002–03 academic year (4D.1.1).

During Fall 2002, program review will be conducted for ESL and vocational programs. In Spring 2003, program reviews will be conducted in the disciplines of Humanities, Physical Education/Athletics, Business, CIS, and Human Development Services/Matriculation (4A.1.8).

Planning Agenda

None.

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.

Description

Faculty-developed curriculum is carefully reviewed by the discipline, by the appropriate Division Dean and by the College Curriculum Committee to ascertain academic rigor and educational effectiveness. Course articulation with four-year institutions also ensures academic rigor.

Course Outlines of Record (COR) for all credit, non-credit and telecommunication courses are on file in the office of the Division Deans, the Vice President of Instruction and the District's Senior Vice Chancellor of Educational Services.

Instructors are given course outlines for the classes they teach. Course outline information
is provided to part-time faculty upon initial hire. Communications between part-time and full-time faculty are informally developed at the division level. Regular division meetings are held for all faculty. A variety of innovative and appropriate methods of instruction are encouraged. The same standards of course presentation and student performance levels are expected whether the course is held on or off campus.

Quality of instruction is ascertained through faculty peer evaluations as well as student evaluations conducted in rotation, according to contract agreements between the Peralta Federation of Teachers and the District. Academic rigor and educational effectiveness are measured through program reviews. The recent establishment 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 campus life (4D.2.1).

The Academic Senate, the 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. Each college in the District offers distance education courses (e.g., telecourses, on-line, teleWEB). These offerings are in compliance with CCR.TR sections 518675, 53200, and 55370 through 55389. Course outlines undergo the same review process as used for campus course offerings (4D.2.2).

**Self-Evaluation**

College of Alameda’s Curriculum Committee is highly respected and fully supported by the Academic Senate. Faculty and Division Deans follow state mandated guidelines to ensure that the curriculum maintains institutional effectiveness and meets Title 5 standards.

The Curriculum Committee representatives come from each of the college’s instructional divisions and the counseling department. Ex-officio members include the Vice President of Instruction, a classified staff member and a student representative (4D.2.3).

The college community education and lifelong learning courses entail the same quality of instruction, academic rigor and educational effectiveness as courses that are offered on campus.

**Planning Agenda**

None.

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.
Description

The College of Alameda catalog carries course descriptions and units credit information along with transferability criteria, based on the Carnegie unit, for all courses offered at the college.

Consistency of course quality and alignment with accepted norms and equivalencies are evaluated at each level of the curriculum development process. Faculty are expected to develop a syllabus based on the Course Outline of Record (COR), stating the structure of the course; the learning objectives; the grading system; course content and instructor expectations. This syllabus serves as a contract between the student and the instructor and is used as evidence in any grievance procedure (4D.3.1).

Self-Evaluation

When faculty develop course outlines and forward them through the designated process for adoption, attention is consistently paid to the course descriptions, units, credit information (based on the Carnegie unit), and the transferability criteria for all courses offered at the college. The process is sometimes delayed because faculty, both full-time and part-time, may not be fully knowledgeable of course/program development guidelines, pre-requisites and co-requisites, and articulation agreement procedures delineated at the State level. During the curriculum development process, consistency of course quality and alignment with accepted norms and equivalencies are evaluated. This process is continued during the CIPD Meetings. There are also district-wide discipline meetings in computer science and English as a Second Language (ESL) where these items are discussed by the faculty teaching the courses.

The COA catalog carries course descriptions and credit information along with transferability criteria. At one CIPD meeting, a list of course descriptions that lack uniformity with the same course descriptions at the other colleges in the Peralta District was distributed. Of those COA courses that differed (CIS 25, HLTED 11, Hist 8B, and SPCHI 5), some of these inconsistencies need to be amended so that the District policy for common course numbers is followed.

Planning Agenda

• Distribute the PCCD Manual for Writing Course Outlines to all faculty and conduct curriculum development training at the division and college-wide levels.

4D.4 The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.
Description
College of Alameda grants credit for courses students transfer from other colleges, for general education or major requirements, based on an evaluation process using articulation agreements, catalog descriptions, and course syllabi. The District Office of Admissions and Records evaluates transcripts from transferring institutions. A statement about credit for transfer work can be found in the college catalog (4A.1.1). To facilitate patterns of transfer, course equivalencies are in place at the District level for community college—The CSU system and the UC system.

Self-Evaluation:
The Office of Admissions reviews and accepts certified coursework from transferring institutions. In general, students transferring to College of Alameda are able to transfer credits according to clearly stated transfer of credit policies.

Planning Agenda
None.

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.

Description
College of Alameda curriculum is offered within a wide variety of systems and methods of instruction. Delivery systems are determined in relation to course/learning objectives, learning styles, level of equipment, degree of faculty experience, and capacities of the facility. Those systems range from lecture to traditional laboratory, skills laboratory, field, and clinical experiences. In addition, open/entry, open/exit and self-paced instruction (especially in the basic skills area) are available.

The college’s Technology Committee has broad participation ranging from the college network coordinators for instructional and administrative computing, faculty, administrators, and staff. The committee facilitates planning and communication related to technology development, integration of technology into teaching and learning, and training.

The college is currently a member of the California Virtual College Consortium and offers on-line fee-based courses each semester. Faculty are involved at the state-level in technology planning and at the District level in planning for instructional technology.
Self-Evaluation:
A wide variety of systems and methods of instruction are offered in the curriculum at the College of Alameda. The capacities of the faculty, the degree of faculty experience, and the level of equipment determine the delivery system used. The Academic Senate and the Staff Development Committee offer workshops for faculty to increase the use of technology in instruction. Funds have been made available to divisions to purchase new multi-media projectors, cameras, and videos to enhance instructional delivery systems. In general, faculty recognize the need for proficiency in the use of technology (4A.4.4).

Planning Agenda
None.

4D.6 The institution provides evidence that all courses, both credit and non-credit, whether conducted on or off-campus by traditional or non-traditional delivery systems, are designed, administered and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.

Description
The Office of Instruction is responsible for directing staff and instructional development, facilitating curriculum development and course or program approval processes. In addition, the Office of Instruction supervises the contract education program and coordinates the community services (fee-based) courses and activities both on and off campus.

Faculty are responsible for creating curriculum with review by the appropriate division deans. Contract education courses are reviewed by the Curriculum Committee prior to arrangements for instruction. All faculty-developed course outlines are reviewed by the Curriculum Committee for a first reading with the faculty member as well as the appropriate dean. Questions, revisions or suggestions of the course outline are reviewed. The course outline is then placed on the agenda for the next Curriculum Committee meetings, usually within two weeks, for final action.

The Curriculum Committee has a broad spectrum of campus membership, the Chairperson: a faculty member approved by the academic senate with .3 released time; two faculty representatives from each division; three school deans; one representative from the classified staff; one representative from student government; the faculty senate president; the articulation officer; the head counselor; and one counseling representative from Student Services.
Self-Evaluation

The Curriculum Committee applies the same standards for the approval and offering of all curricular courses and programs. Course and program revision and development guidelines are applied for credit, non-credit, contract, fee-based, and on or off-campus programs. Limited participation by the faculty in the Curriculum Committee hampers the development of curriculum and programs (4D.6.1).

Planning Agenda

- Send a minimum of one four-member team composed of faculty, staff, and administrators to the Statewide Academic Senate Curriculum Institute each year for the next five years.

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.

Description

College of Alameda offers fee-based courses on the Internet mainly in the area of Computer Information Systems. All courses, regardless of delivery systems including fee-based courses, are reviewed by the Curriculum Committee in accordance with college and District policies and guidelines. However limited, web-based courses are conducted in accordance with applicable Commission policies.

Self-Evaluation

Due to the current infrastructure the college is limited in its ability to offer distance education courses. The District is in the process of upgrading wiring in all four colleges (4D.7.1). One of the proactive steps taken to address instructional technology was the hiring of a part-time instructional technology trainer available to all faculty and staff (4D.7.2).

Discussions took place during the 2001-02 academic year regarding the possible development of a certificate for training of technical support staff. Faculty, staff, and administrators are participating in a District Distance Education Think Tank. In Fall 2002, committee members were engaged in reviewing vendor proposals to select a distance education platform for the Peralta colleges (4D.7.3).

In Spring 2002, the District completed the hiring of a Vice Chancellor for Information Technology. College network coordinators and technical support staff are now centralized, but are located at the campus.
Planning Agenda

- Assess progress of Teaching and Learning Center and attainment of instructional trainer goals and increase faculty interest in using electronic delivery systems for instructional purposes.

4D.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with applicable Commission policies and guidelines.

Description
College of Alameda does not offer any curricula in foreign locations.

Self-Evaluation
None.

Planning Agenda
None.

STANDARD FOUR DOCUMENTS

4A.1.1 College of Alameda Catalog
4A.1.2 Course and Programs—Peralta Colleges' Territory, May 10, 2001 Memorandum
4A.1.3 Microsoft Working Connections
Community Outreach/Partnership Materials
4A.1.4 Peralta Facts 2000
4A.1.5 2002-03 Faculty, Staff, and Administration Self-Study Survey
4A.1.6 Student Satisfaction Survey 2001-02
4A.1.7 College of Alameda Educational Master Plan 2001-2017
4A.1.8 Peralta Community College District Program Review Schedule

4A.2.1 College of Alameda Course Schedules
4A.2.2 COA Educational Program Planning Sheets
4A.2.3 Two-Year Schedule Planning—Spring 2002 Workshop Materials
4A.2.4 Weekend Transfer College Schedule—2001-02
4A.2.5 Peralta’s Course Schedule Production Timeline

4A.3.1 PCCD Course Approval Manual

4A.4.1 Focused Midterm Report, December 2001
4A.4.2 2001–02 New Faculty Hire Prioritization List and Sample Criteria for New Hire Justification
4A.4.3 Measure F Bond Projects
   TTIP Allocations
   ADA Projects—Spring 2002
   Library Automation Project
   Computer Purchase—Spring 2002
4A.4.4 COA Technology Committee Minutes

4A.5.1 Basic Skills Focus Group Findings

4B.1.1 Sample Short-Term Course Outlines—CalWorks
4B.1.2 CIS Weekend Courses

4B.2.1 Pre-Co requisite List
4B.2.2 Basic Skills Lab Description
4B.2.3 Virtual Workplace Lab Newsletters

4B.3.1 College of Alameda Articulation Agreements
4B.3.2 SCANS Competencies Update
4B.3.3 College of Alameda Partnership for Excellence Report

4B.4.1 COA CSUGE and IGETC Listings

4B.5.1 College of Alameda PFE Allocations
4B.5.2 List of Basic Skills Lab Software

4C.1.1 Counselor/Student Advisement Form
4C.1.2 June 2002 CIPD Board Approved Actions Manual

4C.2.1 General Education CIPD Sub-Committee Spring 2002 Report

4C.4.1 Revised Matriculation Plan
4C.4.2 English Progress Assessment Test Results
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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.

Description

College of Alameda's published admissions policies are consistent with its mission and appropriate to its programs. The institution's mission statement addresses providing educational and service needs to "all who can benefit from instruction at the collegiate level." This open admission policy is clearly documented in the college catalog (5.1.1). A Non-Discrimination Policy, established by the District in 1981, is printed in English and Spanish on the District admissions application form (5.1.2).

The institution follows practices that are consistent with admissions and matriculation policies established by the College and Peralta Community College District (PCCD) Board of Trustees (5.1.3). Outreach and recruitment activities are designed to provide admissions information to prospective students in various locations throughout the community as well as on campus. Registration procedures ensure that students are admitted and enrolled in the most efficient manner possible.

Self-Evaluation

Admissions information as well as application completion and class enrollment can be accessed through the District's web site on the Internet (5.1.4). The majority of students rely on application by mail, the web, and touch-tone telephone registration; these admissions processes help to reduce lines and waiting time at peak registration periods. However, the matriculation process does require personal orientation and counseling, and it is at these points of student contact that admissions information is most widely disseminated.

There is open access to all courses provided that admissions criteria are met. Several programs, such as Dental Assisting, have a separate application process designed to ensure that students successfully complete the program. The majority of students responding to the PCCD/COA 2001 Student Satisfaction Survey (94%) indicated that the information on admissions and registration procedures contained in the college catalog and/or class schedule was helpful and accurate. In addition, 91 percent indicated that they were "satisfied with the registration process, finding the paperwork, advice and directions efficient.
and easy;" 63 percent found telephone registration to be satisfactory (5.1.5). A Students Plus Enrollment Management Task Force Plan was implemented in 2001–2002 (5.1.6). Recruitment activities include media contacts and advertising, outreach efforts to feeder high schools through Project Access, and workshops designed to provide college preparation sessions and dual enrollment information to high school students.

Planning Agenda
None.

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.

Description
The college catalog, updated and published every two years, provides current detailed information on programs, admissions policies, fees and refund policies, graduation requirements, social and academic policies, student conduct standards, and complaint and grievance policy and procedures (5.1.1).

The class schedule, published each term and freely disseminated, contains much of the same information (the Non-Discrimination Policy is given in English, Spanish, Cantonese and Vietnamese), and makes reference to student grievance and due process policies as well as privacy rights (5.2.1). Both the catalog and the schedule of classes refer students to the Office of the Vice President of Student Services where the grievance policy is available.

Prospective students receive current and accurate information about admissions policies and academic and support programs through the catalog, schedule of classes, and college and District recruitment brochures distributed on campus as well as at outreach locations, such as shopping malls, job fairs, feeder high schools, churches, and City of Alameda public functions.

Visits to local high schools by members of the Project Access Team provide further information to prospective students. The main venue for recruiting high school students is through Project Access, a marketing campaign designed to motivate high school students to get college degrees, and to strengthen ties between Peralta Colleges and the K–12 system. Student orientation sessions with a counselor afford a general overview of the admissions policies and enrollment process. Prospective students are encouraged to purchase the catalog at the bookstore to obtain detailed information. (The catalog is also available online at the college website.) They are provided with the class schedule; the positive outcome of participating in the matriculation process is discussed. Appointments with counselors provide information and assistance on educational planning, the registration process, and student support services. Department and/or program brochures or flyers are available at division
offices and appointments to meet with department representatives are always honored. Students with disabilities are referred to Disabled Students Programs and Services (DSPS) counselors for in-depth assessment of their needs and necessary accommodations. Following assessment testing, an orientation session provides a general overview of the college.

**Self-Evaluation**

The 2001 Student Satisfaction Survey revealed that 80 percent of respondents agreed that the catalog and class schedule contained helpful, accurate information on the complaint and grievance procedures (5.1.5).

Both the most recent catalog and the college and District’s web pages contain inaccurate and/or out of date information.

**Planning Agenda**

- Implement the Students Plus Enrollment Management Task Force Plan with a goal of developing and implementing recruitment and enrollment related goals and strategies.

- Communicate the college’s programs and services with accuracy, consistency and continuity in the catalog, website, and other marketing tools.

**5.3 The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.**

**Description**

The mission of the Student Services Division is to establish and maintain a campus environment that fosters the intellectual and personal development of students. A comprehensive network of eighteen support services is designed to address the needs of a diverse student population in realizing educational and occupational goals. These services include academic/vocational and personal counseling, financial assistance, child care, career planning, transfer or job placement, accommodation for disability, and tutoring. The full range of academic and support services is described in the college catalog (5.1.1), class schedule, student handbook, and Faculty Handbook (5.3.1). The organization of the Student Services Division is reflected in vertical lines of delegation under two administrators to specific areas (5.3.2). Major responsibility for the overall operations rests with the Vice President of Student Services. The Dean of Student Services contributes to the smooth functioning of the division and provides supervision of other Student Services units.

Specifically, the Office of Student Services is charged with the successful design, implementation, articulation and evaluation of programs, and personnel in 21 units, ranging from Admissions and Records to Veterans Services. Program Coordinators meet twice a
month to plan mutual priorities, coordinate efforts to share resources, and to evaluate each program initiative. The Student Services administrators meet with their individual units on an as-needed basis for updating of information, problem-solving, and program review. Additionally, the Program Coordinator of each service unit schedules staff meetings as needed to relay information or to document concerns, for presentation at the next Student Services Council meeting.

**Self-Evaluation**

The full-time permanent management status of both the Vice President and Dean of Student Services has provided continuity of services and a relatively stable environment for new and improved operations and programs to meet the identified educational support needs of students. The needs and concerns of each service unit are communicated directly for discussion and resolution; issues relating to instructional areas are addressed in a timely and consistent manner. The vast array of support programs and services at the institution, a mid-size urban community college, compares favorably in intent and execution with other larger colleges.

Program Coordinators contribute positively to the development and operations of their service units despite under-funding, increased workload, and concomitant shortage of personnel and equipment. Evidence of success in meeting students’ educational needs is presented in the following programs and services highlights: 1) DSPS served over 500 students, an increase of approximately 8 percent compared to last year. Approximately 25 students who received DSPS services were awarded degrees or certificates at the May 2001 graduation ceremony; 2) Enrollment in the Brain Injury Program increased from 648 contact hours in Fall 2001 to 1250 contact hours in Spring 2002; 3) The Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources Education (CARE) programs have continued to exceed targeted numbers of student enrollees. For example, the enrollment goal for the academic year was 722 students. However, 732 students were actually served; and 4) The Financial Aid department provided over 20 Aid Workshops to assist students in completing the FAFSA and financial aid forms as well as workshops for faculty, counselors, and staff. Professional Development credit for these workshops was available for faculty.

The support staff in Outreach and Recruitment department consists of a 1.0 FTE Student Personnel Services Specialist who is an integral part of the Project Access Team. The Specialist plans, organizes and oversees annual campus events as well as represents the college at community functions, including career days, college fairs, special events, conferences and consortia.

The over-reliance on categorical funding to hire permanent staff and for basic operations has limited the availability of funds for growth or even maintenance of some programs. The Vice President, moreover, has minimal discretionary general funds with which to conduct more than minimum operation of the office. Despite the College Council’s recommendation that the Educational Master Plan and other planning processes (i.e., the Budget Committee’s prioritizing of expenditures, both personnel and non-personnel), serve as the basis upon which budgets are allocated, Student Services program priorities are not currently driving
the budget allocations; rather, these allocations serve to limit the extent to which program initiatives are designed and implemented. Funding practices seriously hamper decision-making and program planning. Student Services program priorities and fiscal stewardship must work together to achieve positive outcomes for student success (5.3.3).

The utilization of general and matriculation funds to support the Student Services units needs careful analysis and, where indicated, revision and augmentation. Integral to expanding Student Services will be the application of VATEA funds in key service units to support new and continuing initiatives. Additional funding from new grant initiatives will need to be explored in order to implement more effective and innovative methods of addressing student needs related to learning and personal development.

The Student Services Division needs to develop an integrated strategic plan to provide improved services and programs for students. The plan would incorporate Federal, State and local initiatives that may have impact on the delivery of college services; identify sources of current and future funding; and consider key staffing changes that would affect services.

**Planning Agenda**

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

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

**Description**

The institution involves students in planning and evaluating student support and development services mainly in the area of Student Activities, the home of the Associated Students of College of Alameda (ASCOA). Student representatives who are members of the Executive Board and Senators are assigned by the ASCOA President to serve on college-wide standing and grievance committees, and the President serves as a member of the President’s Cabinet, College Council, Accreditation Steering Committee and Mentoring Steering Committee (5.4.1). In this respect, the ASCOA participates in the shared governance process of the college and provides valuable input about student concerns that contribute to the overall decision-making process. Moreover, two Student Trustees are elected by all District students as non-voting members of the Board of Trustees.

Although students are encouraged to participate on campus-wide committees, as in the case of students assigned to every accreditation standard committee, attendance ranges from active to inactive. Days and times of meetings are not always convenient, and the necessity for part-time work, along with the demands of coursework, can mitigate against regular student participation.
Self-Evaluation

Students may and do participate on campus-wide committees involved in institutional planning; students also participate in planning for Student Services programs. Another opportunity to evaluate student services is through campus and District surveys.

The college is committed to bringing students into the evaluation process through the development of a strategic plan to re-design student services. District surveys will continue to provide some information, but the institution would be better served by the analysis of data via planning efforts of the Students Plus Enrollment Management Task Force.

Planning Agenda

None.

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

Description

College of Alameda is using placement instruments that have full approval from the State Chancellor's Office: Compass for English, mathematics, and writing; and CELSA for English as a Second Language. Since Fall 1992, the District Office of Research and Institutional Development has been conducting ongoing validation studies of the assessment instruments for placement purposes, utilizing end of course grades as a measure of likelihood to succeed. The State requires a correlation of .35 between test scores and grades received. All grades except Incomplete (I) are used to calculate success rates. A student must have a recent test score and may not have done any recent course work in the department between testing date and course enrollment to be eligible. A comparison of the number of students below the cut score with the total number tested in the course will show the degree to which the cut score has been followed. Since counselors use multiple placement measures, there may be extenuating circumstances other than test scores in determining student placement. This may account for some of the variation in correlation from term to term.

Assessment scores are available to counselors on mainframe screens and in the Matriculation Handbook (5.5.1). Career assessment and interest inventories are also available at the One Stop Career Center to assist interested individuals in making career choices.

Self-Evaluation

The Tutorial/Assessment Services facility was remodeled to interface directly with other support areas in the Learning and Resources Center. The increase in the use of computerized assessment has necessitated the use of the nearby instructional computer labs.
Planning Agenda

None.

5.6 The institution provides appropriate, comprehensive, reliable and accessible services to its students regardless of service location or delivery method.

Description

The vast array of comprehensive services provided to students is deemed to be appropriate. As new demographic and workforce trends, coupled with Federal, State and local initiatives, warrant, new programs and services have been put into place (i.e., One Stop Career Center and CalWORKs) and existing ones (EOPS and DSPS) improved to accommodate needed changes to more effectively serve students.

Academic accommodations for students with disabilities include the provision of tape recorders, note-takers, readers/scribes, sign language interpreters or real-time captioners, books on tape or e-text, and use of adapted computers, or other equipment.

Equal access to technology-based information and instruction is essential in the 21st century college. The DSPS staff work diligently with campus administration and staff to ensure that adaptive hardware and software are available for students in any areas on campus that use electronic technology to provide information, instruction and services.

A full-time Alternate Media Specialist was hired in November 2001 to provide Braille, large print, e-text, and tactile graphics for students with visual disabilities and video captioning for students who are deaf/hard of hearing. The specialist also works with faculty to ensure that instructional materials, including electronic media and web sites, are accessible.

Technological innovations, such as touch-tone and online registration for continuing and new students, have increased comprehensive and accessible services. Scheduled or drop-in appointments, which may be group or individual, to access counselor services are developed on a computerized appointment program. Access by counselors to matriculation screens (i.e., assessment, and multiple measures) provide timely information to place students in appropriate courses.

Effective in the 2000–2001 academic year the U.S. Department of Education introduced the Student Aid Internet Gateway (SAIG), which replaced the Title IV Wide Area Network (WAN). SAIG is a vehicle for electronically transmitting and receiving data on financial aid programs authorized under Title IV of the Higher Education Act. Benefits to students include a reduced application turn-around time to 72 hours; benefits to staff include enhanced informational services and responses to inquire when unique circumstances arise. The District-wide SAFE continues assistance in maintenance, check disbursement, and other operations in the Financial Aid Office and in other offices on campus and the District.
The college utilizes EDFund, a service of the California Student Aid Commission, which allows completion of loan applications online, and provides a constant link to the California Student Aid Commission, lenders and students. The California Student Aid Commission developed WebGrants, a customized internet site designed for State Grants, which provides access to student applications, awards and payments and allows staff to report or edit payment transactions, all online. In short, the Financial Aid Office is in compliance with the Federal and State requirements.

The Student Services offices are now open until 7:00 p.m. four days per week. In an effort to inform students about the comprehensiveness and accessibility of student services, a Schedule Sheet lists the days, times and pertinent dates of regular service as well as the time frames that vary throughout the term for specific services units (5.6.1). Distributed to the students and college staff, such accurate recording of when and where services are provided offers a measure of reliability to students. Of note is the coordination among Admissions and Records, Counseling, the Cashier’s Office and Financial Aid Services to be accessible simultaneously, especially during evening hours and Saturdays. During office hours, students may come to the Financial Aid Office for drop-in services. Students may also schedule appointments with the coordinator to discuss their financial aid and other problems. Bi-lingual staff are available on a drop-in or appointment basis to answer questions from students and parents about the application process. During the academic year, the staff schedules workshops at local high schools; with bi-lingual staff available when needed to provide financial aid application assistance.

Transfer workshops provide opportunity for students to meet with CSU, UC and other four-year institution representatives. Most student services units have bilingual staff composed of either contract, hourly or student workers. By far, the most diverse staff is that of Financial Aid Services, which offers information and assistance in Spanish, Tagalog, Vietnamese, Chinese (Mandarin and Cantonese), and Farsi.

In 2001–02, State Capital Outlay funds, along with Measure B and Measure E funds, were used for architectural barrier removal. Specific areas were detailed in the Americans with Disability Act (ADA) Transition Plan completed more than 10 years ago. Disabled Students Programs and Services worked with campus and District staff to ensure that ADA standards were incorporated into new projects. However, not all areas listed in the Transition Plan were fully addressed because of limited funding (5.6.2).

**Self-Evaluation**

It is generally felt that the space renovation projects for some continuing and new programs have vastly improved the intake, assessment, orientation, counseling and instruction support for students as well as increased the efficiency of personnel because they work in areas that are more spacious and better lighted and ventilated. However, key programs such as EOPS and DSPS are located away from the central Student Services area, causing service delivery difficulties for students. Other service areas, such as Admissions/Registration/Records, Financial Aid, Counseling, Outreach and Recruitment,
Assessment and Orientation, the Alameda One-Stop Career Center and the Transfer Center, still suffer from cramped work areas or overcrowding by students during peak periods.

The college does not house a centralized Student Services complex; rather, student support services are located in six different buildings on campus. Student services now mandated and/or considered necessary for student success did not exist when the college was designed and built. Over time space was either converted or adapted for student support programs and services. Though most service units are identified with appropriate signage, additional signage is needed to help students to locate all available student services. The lack of centralized student services was instrumental in the prioritization of the facilities renovation of Building A to house a majority of student services. This will allow for greater student access, clearer lines of communication, more efficient delivery of service, and more effective management oversight for accountability.

New and improved campus maps, indicating building locations of all offices and student service areas, to accompany the written information in a Student Handbook, were developed.

Results of the Student Success Project (a summary of the Organizational Audit of Student Services district-wide) revealed that under present funding and staffing levels, the majority of Student Services units are underfunded and understaffed, severely taxing the capacity to provide the range and depth of services required by students at an institution of this size (5.6.3). Staff vacancies, increased workloads due to identification of increased student support needs (i.e., increased evening and Weekend College offerings), adherence to Federal, State or District mandates and initiatives, and need for updated or new equipment and supplies also tax the Division’s capacities.

Space for the One-Stop Career Center is inadequate for the staff and 14 mandated partners required by the Workforce Investment Board, customers, and electronic and print resources that must be available for the clients. Additional space would provide for private and semi-private offices for the staff and community partners.

**Planning Agenda**

- The college staff will work with District staff in the completion of the design and renovation of the Building A Student Services Center and relocation of the Alameda One Stop Career Center.

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

**Description**

Spring 2002 demographics data revealed the diversity of the 6,367 enrolled students at College of Alameda. According to designated information on admissions applications, the
student ethnic composition is as follows: 33 percent Asian; 26 percent African American/Black; 18 percent Caucasian; 11 percent Hispanic; 5 percent Filipino; and 1 percent Native American. Seven percent of students indicated “other” than the above categories and 4 percent did not indicate ethnicity (5.7.1). In addition, DSPS served 879 students (3 percent) with activities to promote campus awareness of their presence.

Throughout the year, the various college constituencies sponsor events that celebrate diversity. A cultural events series, composed of evening performances by college and community ensembles, was organized and co-sponsored by the English Department and Student Activities. The Music Department’s jazz band, in addition to participating in the cultural events series, has performed at community events and during half-time at a basketball home game; its choral group performs yearly at graduation ceremonies.

Faculty and classified staff members serve as advisors to the 12 active student clubs under the auspices of the ASCOA/Student Government, which maintains trust accounts, supervised by the Director of Student Activities, for each club (5.7.2). The most popular fund raising activity to augment trust funds is food sales conducted in the college quadrangle.

La Raza Unida’s Annual Cinco de Mayo celebration features music, dancers, and food; the Black Student Union sponsors activities in recognition of Black History Month, and in honor of the Martin Luther King, Jr. and Malcolm X holidays; the Asian Student Union and Vietnamese Club sponsor activities to celebrate Southeast Asian New Year.

The ASCOA also sponsors other diversity events such as Disability Awareness Day, International Women’s Day, and Asian/Pacific American Heritage Month. College Hour, scheduled from 12:30 to 1:30 p.m. on Tuesdays is reserved to allow the entire college to attend presentations.

Activities such as the above reinforce the curriculum offerings, which includes courses in African-American History, Asian and Asian-American Studies, Cultural Geography, California History, Mexican and Latin American Studies, Psychology of Minority Groups and Latin American/Chicano authors. French, German, Spanish, and Vietnamese language courses are also offered. A Puente Program is scheduled to begin in 2002–03. Founded in 1981, the mission of the Puente Program is to increase the number of educationally under-represented students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to future generations.

The Associated Students of COA takes a very active role to ensure that all students’ concerns for a viable academic, social and physical learning environment are heard. The mission of the ASCOA is to “provide a mechanism to assist and improve the campus environment through changing and improving the already existing services” (5.7.3). Students also bring new concerns, especially those of health and safety, to the attention of the administration. The ASCOA pressed the college Safety Committee for creation of a smoke-free environment near classes and in common areas. As a result, the College Council approved a campus smoking policy that restricts smoking to 15 designated outdoor areas. Student representatives to college-wide committees as well as to the President’s Cabinet, College Council and the Faculty Senate are assigned at the beginning of each Fall term for the duration of the academic year.

5–10 College of Alameda
Student information is published not only in English but also in Spanish, Chinese, Vietnamese, Tagalog, Farsi, Afghani, and Russian. Faculty, administrators, classified staff and student workers, who are bilingual assist students with limited English-speaking proficiency in the comprehension of course requirements and college policies and procedures. In the hiring of college personnel, which includes student workers, the institution strives to provide for staff representation to reflect College of Alameda's student population in terms of gender and ethnicity.

Self-Evaluation

According to the Student Climate Survey administered by the PCCD Office of Research and Institutional Development in the Fall of 2000, respondents scored College of Alameda extremely well in respect to the following: helpfulness of staff; excellence of classes and quality of instruction; accessibility of instructors; availability of and access to a wide variety of programs and courses; fair and impartial grading, safe parking lots and available parking spaces; gender equity; and convenience of bookstore services and hours (5.7.4).

Eighty percent of college staff and 60 percent of students (with a 30 percent no opinion registered) agreed that the college provides an inviting and supportive environment for students of diverse cultural, racial, ethnic, religious and national backgrounds. Moreover, the majority of respondents agreed that all people, regardless of age, ethnic background, gender, sexual orientation, or physical status, are generally treated with respect by faculty, administration and staff, and other students. About two-thirds of staff indicated that the college demonstrates equity in employment. Students and staff expressed positive agreement about the safety aspects of the campus. The majority of college staff expressed concern about the lack of cleanliness and maintenance of classrooms, buildings and grounds, whereas only 50 percent of students expressed this concern.

One-half of college staff respondents agreed that the courses taught at the college provided adequate examples of diverse cultures and peoples as an integral part of the course content; one-fourth of the respondents disagreed. But less than one-half agreed that the library holdings reflected diversity. Moreover, the 2000 PCCD Student Climate Survey revealed that less than 50 percent of respondents rated as satisfactory the inclusion of contributions of women and people of color in the academic curriculum.

The 1996 Student Equity Plan identified barriers to access and to degree/course completion that specifically addressed issues of diversity, i.e., inadequate marketing and registration materials in Spanish, Vietnamese and Chinese; lack of a specific program, such as Puente, to increase recruitment of Latino students; need for increased bilingual staff college-wide, particularly in Student Services; need to create a welcoming, supportive campus environment; and need to address the issue of cultural diversity campus-wide (5.7.5).

The College of Alameda Civil Rights Guidelines for Vocational Education on site review revealed the need for public TDD access to campus emergency services, tactile campus signage, directional signage, and consistency in departmental language requirements aligned to catalog (5.7.6).
Planning Agenda

- Work with the District to adopt procedures for providing academic accommodations and access to instruction and services in accordance with the Americans with Disabilities Act.

- Implement college staff development opportunities (e.g., workshops, Professional Day activities, open mike forum, retreats, special presentations, etc.) that sensitize faculty and staff to issues of diversity.

- Train faculty in the integration of diversity issues within the instructional program.

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.

Description

The Student Activities program at College of Alameda provides opportunities and experiences that foster intellectual, ethical, and personal development for students. The program also prepares students for future civic and social responsibilities through community service and leadership training. The Student Activities Office is located in the F Building, which also houses the Cougar’s Den (cafeteria), the Sheriff’s Office, the ASCOA offices, the CalWORKs office and the bookstore. The Student Activities Program Specialist is the liaison for all activities except the CalWORKs program and the Sheriff’s Office.

A 14-member Student Senate comprised of five Executive Committee members and nine Senators governs the Associated Students of College of Alameda (ASCOA). The ASCOA members are encouraged to participate in the shared governance process at the college and the District. The ASCOA President is invited to attend meetings of the President’s Cabinet and College Council where policies and procedures are developed and/or approved. The Vice President and other Senators are invited to attend college standing and special committees, and Faculty Senate meetings (5.8.1). The sale of student body cards by ASCOA provides funding for student activities; under the supervision of the Director of Student Activities, the annual budget is developed by the ASCOA Executive Council and managed by the Treasurer.

Elections ensure that the civic and ethical responsibilities of campaigning, voting, and serving the needs of a student constituency are honored. The ASCOA is a member of CalSACC (California Student Association for Community Colleges) and is bound by its by-laws and Code of Ethics (5.8.2). Student ethical responsibility at the college is encouraged by the Student Code of Conduct published in the college catalog (5.1.1) with an abbreviated version in the Student Handbook (5.8.3).

The ASCOA assists in planning cultural and other events such as Cinco de Mayo, Earth Day, International Women’s Day, Disability Awareness Day, African-American History Month,
Asian Pacific Islander Week, Student Awards Banquet, Transfer Day, High School Bridge Day and Commencement (5.8.4). The ASCOA participates in fundraising and activities designed to meet the special needs on campus. An Easter egg hunt and a Halloween party for the campus Children’s Center are traditional ASCOA sponsored annual events.

The Student Activities program hosts approximately 12 chartered honorary, service, co-curricular and special interest clubs. The President of each chartered club serves on the Inter-Club Council, which coordinates the activities between all clubs (5.7.2).

Self-Evaluation

Though opportunities exist for students to participate in co-curricular activities either through student government, clubs, programs or projects within their major disciplines, increased participation is needed. The high percentage of part-time students is a factor in this equation. Though the Student Activities program strives for high visibility, a limited number of students participate in the ASCOA. Involvement on campus standing committees is increasing, but remains sporadic. Efforts to retain an ASCOA President and Senate for two years to provide continuity of leadership are not always successful.

Less than one-half of the students responding to the 2001 Student Satisfaction Survey were in agreement that the role of ASCOA representatives in various governing, planning and other policy-making bodies is clear and well-publicized; equally as many respondents have no opinion. Moreover, less than one-half felt that there was adequate opportunity to participate in student government, clubs and other activities on campus (5.1.5). The ASCOA plans to become more visible by aggressively advertising the role of student government, the presence of student clubs, scholarship opportunities, and the schedule of special events. The purchase of a reader board by Student Activities has assisted greatly in the dissemination of timely information.

Planning Agenda

- Work with ASCOA to involve more students in shared governance.

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.

Description

Official education records are permanently secured by the District’s Admissions and Records. Inactive records on paper prior to 1970 are stored by a private data storage organization. Efforts to concentrate all old files on CD ROM have been delayed due to lack of funding for a project of this magnitude. All student transcript records beyond this date are entered on cartridge tapes by the District Data Processing Center, which backs up all files.
twice a day on separate cartridges. Original student records, such as transcripts, are sent immediately to the District Admissions and Records Office via confidential packaging and District transportation. Copies of some records, e.g., requests for grade correction, are kept at the division offices pending resolution. Confidentiality of records at the District facility is maintained by a security system with different security profiles for all employees.

To access their educational records at the District Admissions and Records facility, students must provide Social Security Numbers (SSN) and Personal Identification Numbers (PIN) and only SSNs at the college Admissions and Records office. Student assistants do not possess authorization or clearance to access student records. In the case of DSPS, no information about the nature of a student’s disability is released to anyone without the written consent of the student. Faculty have been enjoined not to post final grades using students’ SSNs.

The college adheres to the provisions of the Education Code and Family Education Rights and Privacy Act (FERPA) regarding access and confidentiality of student records (5.9.1). No information is given out regarding any student without his/her written consent except in the matter of a subpoena in which the student has five days to respond before some action is taken. Records are kept for at least three years beyond the current year, then purged and shredded. Records kept on CD ROM will eliminate the need for a large storage area, but the college is still in the process of developing an infrastructure to accommodate technological changes.

**Self-Evaluation**

In Admissions and Records student records, such as class and census rosters are left in work areas awaiting disposition. Following final exams, instructors personally deliver their grade and attendance rosters to boxes where two full-time staff members work on them while answering phones and assisting students in admissions and registration for the next term. A filing cabinet housing student records is locked at the close of the day.

The Financial Aids Office and DSPS strive to preserve confidentiality and security of records.

**Planning Agenda**

- Evaluate the adequacy of records storage/security in Student Services.

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.
Description

The PCCD Office of Research and Institutional Development (ORID) compiles various reports, which are useful to the Student Services Division. The Student Satisfaction Survey is conducted in the Fall during odd years (since 1995); the Student Climate Survey is conducted in the Fall of even years (since 1994) and the Graduate Follow-up Survey is conducted annually (5.10.1). Survey results direct student services reform. Student Services has increased cultural, and special events, improved food service, and enhanced services for evening and weekend students, especially counseling and tutoring.

The PCCD ORID conducted a COA Student Satisfaction Survey in Fall 2001. A Faculty/Staff/Administrator Survey was conducted in the Fall 2001 by the Student Services Division. When asked to rate their overall satisfaction with COA 89 percent of respondents were either satisfied (73%) or very satisfied (16%). 12 percent indicated either unsatisfied (1%) or very unsatisfied (1%) (5.10.2).

Evaluative information to improve institutional effectiveness has been provided by program reviews required by agencies responsible for funding or licensing them (e.g., EOPS/CARE, and Financial Aid); a 1998 self-study for Title IX athletics compliance; and an annual program compliance review by the Student Aid Commission. A program review of Financial Aid was completed in 2001.

Student Services Committees meet regularly to evaluate policies, procedures and practices and to provide remedies for perceived problem areas.

Self-Evaluation

Surveys conducted by ORID assist in assessing the quality of student services. The two year lapse between surveys inhibits timely planning in response to new trends and circumstances. Institutional data required for clear and regular demonstration of student outcomes is not always available until an academic year has elapsed.

The COA Research Committee, activated in 2001–2002, will assist the Student Services Division in research needs. The Research Committee will also assist in providing information on funding sources and grant preparation assistance. It is expected that the Research Committee will help the college develop new mechanisms for assessing institutional effectiveness in terms of student success.

Planning Agenda

- Work with COA Research Committee to develop timely surveys and other information gathering efforts to help provide ongoing evaluations of Student Services Programs and Services.
STANDARD FIVE DOCUMENTS

5.1.1 College of Alameda Catalog
5.1.2 Board Policy 3.03—Affirmative Action Policy
5.1.3 Board Policy 7.00-7.21—Board Policies Related to Matriculation
5.1.4 PCCD District Web Page
5.1.5 2001 PCCD/COA Student Satisfaction Survey

5.2.1 COA Class Schedule

5.3.1 Faculty Handbook
5.3.2 COA Student Services Organization Chart
5.3.3 Student Services Unfunded Needs Request, 2001-2002

5.4.1 Shared Government’s Documents

5.5.1 Matriculation Handbook

5.6.1 Student Services Schedule Sheet
5.6.2 ADA Transition Plan
5.6.3 Student Success Project

5.7.1 Student Demographics, Spring 2002
5.7.2 List of COA Student Clubs
5.7.3 Student Activities Brochure
5.7.4 Student Climate Survey
5.7.5 1996 Student Equity Plan
5.7.6 Student Rights Vocational Education Team Report

5.8.1 ASCOA Representatives to College Committees
5.8.2 California Student Association for Community Colleges
5.8.3 Student Handbook, 2002
5.8.4 Student Activities Programs

5.9.1 Family Education Rights and Privacy Act (FERPA)
5.10.1 PCCD Office of Institutional Development—Student Survey Trends, 1993–2002

5.10.2 COA Student Services Faculty/Staff/Administrator Survey, Fall 2001
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, databases and other repositories are sufficient to support the courses, programs, and degrees wherever offered.

Description

Library

Information and Learning Resources has traditionally consisted of the library, computer assisted instructional labs, and audio visual services (AV). Student services such as tutorial and career resources, although housed in the Library, are described in other standards.

The library has open stacks for its circulating, folio, reference, and vertical file collections. Other resources include 12 Online Public Access Computer workstations (OPACs) and two additional workstations for students with disabilities. Each OPAC has access to PEARL, a District-wide shared online catalog, as well as Internet access to online library resources. PEARL is delivered using Horizon Sunrise library software by Epixtech, and is also available for remote access through the Library Homepage.

The collection includes books (39,025 volumes), periodicals (170 current subscriptions), electronic databases (12 subscriptions), Internet access, and microfilm (3,254 reels). Library staffing consists of two full-time librarians, eight part-time librarians, and five full-time classified staff. Hourly student assistants are employed by the library. For several years the college budget committee has provided access to state instructional equipment and library materials funds, which have been used to update and acquire books and equipment. The District library automation project provided funds to automate all District libraries in 1998, and the initial phase was completed in that year. Computer equipment was upgraded in Spring 2001. Future expansion of library electronic services will depend on the proposed upgrade and wiring of the District networks and servers, projected to be finished by the end of Fall 2002.
Self-Evaluation

The library continues efforts in staying current and supporting instructional needs on a limited budget (6.1.1). The college spends approximately $3.35 per FTE student on print materials and $5.80 per FTE on periodicals and microfilm (6.1.2). American Library Association guidelines for community and junior colleges suggest that $14.69 be budgeted for each FTE student to use for printed materials and $12.06 per FTE be budgeted for periodicals and microfilm. With no increases in funding for printed materials, the library has focused on standing orders for the Reference collection. Faculty are encouraged to submit book requests and class bibliographies to library staff in preparation for class assignments. Since the last accreditation visit, the library has purchased a number of books for the "Easier-to-Read" collection. This collection was developed for English as a Second Language and underprepared students. The collection could be enhanced by acquiring dual language materials in the various languages spoken at College of Alameda, such as Chinese, Dari, Japanese, Russian, Spanish, Tagalog, and Vietnamese.

The operational modules of the Horizon system that have been implemented are cataloging, circulation, and reserves. Initial steps have been taken to make the Serials module operational, but full use of Horizon rests on the completion of the district-wide network upgrades. Increased emphasis on web-interface of library resources heightens the need for a district-wide web page designer to work with librarians.

Planning Agenda

- Increase base funding for library needs.
- Communicate the need for library web assistance and maintenance to the Vice Chancellor for Information Technology.

Description

Audio Visual Services

Audio Visual Services occupies a small space on the second floor of the I Building. Two video and two audio workstations, and a stack collection, which contains videocassettes, audio recordings, and older analog recordings, are provided for student and faculty use. This collection includes more than 1,000 uncataloged titles. Audio Visual Services also provides other multimedia equipment for use throughout the campus.

Two staff computers, acquired with the library automation project, were upgraded in Spring 2001. State instructional equipment and library materials funds have been used to upgrade other equipment for instructional purposes. The Horizon system has not yet been implemented in Audio Visual Services. The department has implemented video conferencing, classroom web-access, video editing programs, video to DVD transfer, and CD burning.
Self-Evaluation

While AV services and resources to students remain limited due to space and staffing, the department has been active in planning for the instructional network that will increase availability of AV resources campus-wide. Current AV collections need to be evaluated, updated, cataloged, and integrated into Horizon, the Library Bibliographic Utility. Budget increases are needed for replacement of, or additions to, the Audio Visual collections (6.1.3). The AV collection of more than 1,000 uncataloged titles needs to be reevaluated for relevance to current instructional programs, and old formats need to be updated.

Planning Agenda

- Work with administration and Budget Committee to increase base funds for Audio Visual Services.

Description

Computing Resources

College of Alameda supports 14 instructional computer labs including Apparel Design, Aviation, Biology, Social Sciences, Basic Skills, and the Writing Center. The college also supports an Adaptive Computer lab designed especially for students with disabilities. All instructional labs, except those for Apparel Design, Aviation, and Biology, are on the campus network and have Internet connection. The entire instructional network has been upgraded to Windows 2000 Advance Server, Exchange 2000 with Active Directory. The Apparel Design lab has a separate Local Area Network (LAN) that is under contract and is connected by modem to a specific software company. Aviation labs are housed in the off-campus Air Facility and will be connected to the Internet as part of District wiring project. The Biology lab is also on a LAN. Computer equipment in three instructional labs was upgraded and replaced prior to Fall 2002. These labs are monitored and maintained by the Campus Network Coordinator for Instructional Labs and staff (6.2.1).

Self-Evaluation

The network service has improved with the upgrade to the Windows 2000 Advance Server. Installation of upgraded computer equipment in selected labs will contribute to better services for students, faculty, and staff. Consistent funding is needed to maintain acceptable levels of service, staff, and equipment.

Planning Agenda

- Increase access to resources and consolidate instructional labs, including library lab.

- Increase base funding for instructional labs.
• Provide coordination, standardization when planning upgrades of equipment and software used in the labs, library, and campus.

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.

Description

Library, Audio Visual, Computer Resources

Library materials are selected, in keeping with the college mission, to support curriculum and educational programs. New print and electronic resources are recommended by teaching and library faculty. These materials are cataloged and prepared for student use by the Technical Services librarian and staff.

Library equipment that supports information research and staff computers were purchased by the District Information technology services with state TTIP (Technology and Telecommunications Infrastructure Program) funds. Equipment upgrades are coordinated by District technology services (6.2.1). The Campus Network Coordinator for Administrative Services and staff are responsible for the maintenance of library equipment.

Self-Evaluation

Successful academic programs depend on the availability of current materials in the library's collection. Present level of funding makes it difficult to acquire and maintain current library materials. Instructors have contributed some textbooks and a one time allocation of $2500 in 2001–02 to purchase textbooks helped to improve the textbook collection.

Audio Visual equipment and materials need to be evaluated for relevance and currency. Inconsistency of library computer equipment maintenance by the Campus Network Coordinator for Administrative Services and staff has, on too many occasions, resulted in shut down of equipment. A computer technician specifically designated to support the library would greatly assist in the maintenance of equipment. In the absence of acquiring a library computer technician, it is recommended that the maintenance of library equipment would be greatly improved by being reassigned to the Campus Network Coordinator for Instructional Labs and staff.

Planning Agenda

• Develop a general maintenance plan for library and Audio Visual computer equipment and determine the most effective way to acquire consistent technical support.
6.3 Information and learning resources are readily accessible to students, faculty, and administrators.

Description

Library, Audio Visual, Computer Services

The Library and Learning Resources Center is open to all District students, faculty, staff and administrators. The Library is open seventy hours per week during Fall, Spring, and Summer terms. The hours are: 7:45 a.m. to 8:00 p.m., Monday through Thursday; 7:45 a.m. to 9:00 p.m. on Friday; and 8:00 a.m. to 3:00 p.m. on Saturday. To accommodate the One-Stop Career Center, the library is also open during school breaks, offering limited services to students. Hours of operation are listed in Class Schedules, posted in the L Building and on the library web site. Flyers showing library hours are available at the Library Reference Desk, in Student Services and in Associated Students Offices (6.3.1).

Audio Visual Services is open Monday through Thursday from 8:00 a.m. to 4:00 p.m. and closes on Friday at 1:00 p.m. with no Saturday hours.

Instructional Computing Labs have hours that accommodate scheduled classes and open lab hours for student drop-in use.

Self-Evaluation

Library, Audio Visual Services, and Instructional Computing labs provide as many hours of operation as are currently possible, given existing staffing and funding. However, the library will participate in an overall assessment of campus student services.

Planning Agenda

None.

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.

Description

Library

The library staff consists of two full-time librarians (including the head librarian) and eight part-time librarians. Five of these positions are considered regular part-time because the other four were hired to back-fill while the head librarian serves as Steering Committee Chairperson for the Accreditation Self-Study Report. Five full-time classified staff handle
para-professional library duties. All staff members have had training on Horizon, the online cataloging system, provided by the District Horizon system administrator and the COA technical services/systems librarian. Training for part-time librarians has been inconsistent as it has not been possible to fund group training sessions.

Reference librarians offer assistance to students for print and electronic resources; provide strategies and methodologies for research and retrieval of print and digital information; and give library orientations to students in conjunction with instructional courses. Handouts and study guides that support this process are prepared and revised on an ongoing basis. These printed guides have information on electronic resources and recommended web sites.

The head librarian sits on the College and District Technology Committees. These committees will assist with the implementation of the District Technology Plan (6.2.1). Completion of the District wiring project will provide faculty, staff, and students with increased access to library resources from remote locations.

The Staff Development Committee hired a faculty staff technology trainer in Spring 2002 in collaboration with the College Technology Committee. Classified library staff has taken advantage of these training opportunities. Many of the on-going sessions provide specific word processing skills. Library staff have benefited from this training.

Self-Evaluation

Library staff is trained on and qualified to use, Horizon, the library online system. On-going training for all staff is critical. Providing group training for part-time librarians will become even more important as the additional Horizon modules are implemented. Funding must be identified to bring hourly librarians together for group workshops and training sessions. Classified staff have found the sessions with the Technology Trainer quite valuable. These ongoing workshops teach specific word processing and technology skills.

In general, library staffing remains inadequate to accommodate open hours required for weekends, night classes, and student population growth. A third librarian, specializing in instruction, needs to be hired in order to extend library instructional and reference services, including the teaching of information competency and to reinstate the Library research class. This class has been revised and approved by the Curriculum Committee to include recent information technology which responds to the information competency requirements soon to be mandated by the State Chancellor's Office. A Library Technical Assistant is also needed to assist with maintenance and upgrades of the library's computer hardware and software (6.1.3).

As time allows, workshops, library orientations, study guides, and other instructional resources have been created to help faculty and students learn about the Library's new print materials and electronic databases. With additional librarians and technical assistance, more of these kinds of educational resources can be provided.
Planning Agenda

- Seek funding for group training of hourly librarians.
- Seek funding for instructional Librarian and Library Technical Assistant.

Description

Audio Visual Services

Audio Visual Services currently has one full-time electronics technician. There is a vacant half-time evening Audio Visual position that needs to be filled in order to provide additional hours of access to services and materials. Student assistants are crucial members of the AV staff. The AV Technician and student assistants manage to provide equipment to classrooms, set up equipment for special events, and provide in-house services to student users.

Self-Evaluation

While services and resources to the campus community remains limited, AV staff has been active in the planning of the instructional network that will make AV resources available campus-wide. Filling the evening half-time position will increase hours of service and access to resources.

Planning Agenda

- Work with administration and budget committee to fill the evening half-time position.

Description

Computing Resources

Computing resources is organized into two major functional areas that provide services to the campus community. Computing resources has two positions to maintain computing services for the college: Campus Network Coordinator for Instructional Computing and Campus Network Coordinator for Administrative Services. Three Department Network Coordinators manage the daily operations of the instructional labs and provide assistance to the Instructional Computing Coordinator. The Administrative Services Computing Coordinator is assisted by a temporary part-time classified staff assistant and several student assistants. Instructional labs are open to accommodate all scheduled classes and provide drop-in hours for students with computing needs. Selected labs are open from 8:00 a.m. to 8:00 p.m. Monday–Friday. Administrative Computing Services initiated a Help Desk in Spring semester 2002 that is staffed by student assistants several hours each day.
Self-Evaluation

When the District wiring project has been completed, it is anticipated that campus computing capacity will increase dramatically. Faculty who currently have no computer access in their offices will be able to use computers. This increase in capacity will put additional strain on the small computer staff currently working. It will become necessary to add permanent staffing to cover all hours of operations.

Planning Agenda

- Work with administration and budget committee to increase computing support staff.

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

Description

Library

College of Alameda struggles to provide sufficient support for the effective maintenance, security and improvement of information and learning resources. The library budget is allocated from general college funds with a few augmentations from special state funds. Currently the budget includes $8,050 for reference and circulating books; $13,400 for print periodical subscriptions, and $1,000 to purchase current textbooks for the Reserve collection.

Monies from the state instructional equipment and library materials allocation, help purchase additional print resources beyond essential reference materials. Last year the library purchased a CD-ROM server and state of the art digital microfilm reader with these funds. GoPrint, a universal printing service, was purchased for each District library and installed in Summer 2002.

Access to the Library online catalog and electronic resources has vastly improved the breadth and depth of information and learning resources. This is especially important for access to current information and in light of rising costs of print and electronic materials. The library budget does not currently reflect escalating costs of print and electronic resources. The current budget for all library supplies is $1,000.

Electronic databases now constitute one of the most advanced and important resources of the library. These electronic databases are purchased solely from the State TTIP funds that are earmarked exclusively for electronic databases ($37,000).

The budget for repairs of library equipment and miscellaneous operational expenses is $2,375. Currently there is no funding for general maintenance or support of computers, replacement of stolen or broken parts, and other information technology in the library.
The library uses Tattle Tape book security system, but there are major concerns regarding security of library collections. The L building originally housed only the library and related services, but is now used for multiple programs and services on the second floor. These programs and services include a One Stop Career Center, two instructional computer labs, the Writing Center, Basic Skills lab, Tutoring and Assessment Center, Brain Injury Program, Staff Development Technology Trainer, a community room frequently used for catered social gatherings, and staff offices.

Despite consistent posting of library hours of operation, classes, workshops, and other meetings continue to be scheduled in the library when it is closed. In addition, all staff that work in non-library services in this building have keys to the facility and are not always mindful of security needs.

Audio Visual

Other than staffing (currently one position) the Audio Visual department’s budget is $1,755 for equipment and materials, including repair. AV has made good use of State Equipment and Library Materials (SEELM) monies. Several one-time allotments from general and SEELM funds were used to upgrade equipment primarily used in classrooms, such as multimedia and digital projectors, televisions, and VCRs. Special funding paid for video conferencing equipment.

Security of AV equipment in the classroom areas is of special concern. Several pieces of equipment were lost when classrooms were left unlocked. Replacement of equipment is not possible from the AV base budget.

Computer Resources

The college has divided computer resources into two areas, administrative and instructional. Instructional labs in the A, D, and L buildings are used for class instruction and for open lab periods. These open labs, and computer workstations in other program offices with open hours, provide word processing opportunities and additional Internet access for students. Instructional and administrative computer services have no budgets and depend on allocations from academic divisions of the college, from the President’s office and from special funds such as TTIP and instructional equipment and library materials.

Self-Evaluation

Library

Funding for information and learning resources needs to be increased in preparation for increased use of new technologies and to upgrade all collections. It is anticipated that completion of the District wiring project will increase the use of computerized services.

Access to the online library catalog and electronic resources has vastly improved access to information (6.3.1). In the face of rising costs for books, periodicals, software packages,
and other media materials, there is a need to increase the base budget of the library. Support for electronic magazine and newspaper databases comes solely from State TTIP funds. Reliance on external funds to pay for electronic databases is documented in the COA Focused Midterm Report (6.5.2). Funding for library equipment and supplies is inadequate.

Audio Visual

Funding and staffing for Audio Visual services needs to be increased. There is considerable reliance on special funds to purchase necessary equipment and materials. Security of equipment is most critical in the classroom areas. Equipment has been lost when classrooms are not locked after equipment use.

Computer Resources

Funding for instructional and administrative computing services and staffing is inadequate and depends on allocations from instructional divisions. Low budgets result in reduction of open hours in labs and reduction in work hours of instructional lab student assistants.

Planning Agenda

- Work with administration, campus Budget Committee, and District information technology staff to increase awareness of funding, staffing, and maintenance needs for Library, Audio Visual services, and computer resources.

- Meet with the President, Campus Safety Committee, Facilities Committee, and campus security to reassess security and safety of the L building (for student users, staff, equipment, and collections) during open and closed hours.

- Work with administration to increase student access to instructional labs.

6.6 When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such and services are adequate, easily accessible, and utilized.

Description

Library

College of Alameda Library has joined the Golden Gate Library Network (6.6.!). This entity is part of associated libraries that belong to the Library of California and potentially offer many additional services and resources including inter-library loan. The shared District online catalog provides student access to materials in all four Peralta District libraries. As citizens of the Bay Area, COA library users have access to a number of large and small public and academic libraries.
Self-Evaluation

The online District library catalog has improved research services for students and electronic databases has broadened the scope of available information. As the college networks and electronic resources become more stabilized, joining other regional consortia may be possible.

Planning Agenda

- None.

6.7 The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.

Library

Description

The library has participated in all accreditation self-study reports as well as in campus-wide surveys. Although there is no systematic evaluation, the two full-time librarians meet on a regular basis to discuss and evaluate services, problems, and resources. The Vice President of Instruction and the Head Librarian meet on a regular basis, and weekly district-wide meetings of librarians are held to discuss common issues. The library has been involved in the development of the Educational Master Plan, and in determining the use of Partnership for Excellence funds. The Head Librarian sits on the Curriculum Committee and is a member of the College Council, the College Technology Committee, and the District Technology Committee. A librarian sits on the Academic Senate.

Self-Evaluation

The Head Librarian and Technical Processing/Systems Librarian provide direct communication with faculty, staff, and students. These librarians review library practices and procedures and try to make sure that they are in keeping with curriculum and educational programs. The librarians also discuss, review, and plan for activities and events that will impact library services and operations. The library is included in PCCD’s Program Review Schedule, but for a date to be determined. In the interim, library staff and administration will consider conducting an internal assessment of library and audio-visual services.

Planning Agenda

- Consider conducting an internal assessment of library and audio-visual services.
Computing Resources

Description
Computing resources participates in the college master planning process and takes part in program planning. Staff participates in the college Technology Committee and the District Technology Committee where priorities are established.

Self-Evaluation
Administrative computing resources has developed a Help Desk that is accessible by phone. Phone requests are logged and reviewed.

Planning Agenda
None.

STANDARD SIX DOCUMENTS

6.1.1 Library and Audio Visual Budget Print-outs
6.1.2 Standards for Community, Junior, and Technical College Learning Resource Program (ALA, ACRL, AECT, 1994)
6.1.3 College of Alameda Educational Master Plan 2001-2017

6.2.1 District Technology Plan, 1996

6.3.1 Library Flyers/Instructional Lab Flyers

6.5.1 Horizon Monthly Reports—Overviews, 1999-2002
6.5.2 College of Alameda Focused Midterm Report, December 2001

6.6.1 Golden Gate Library Network, 2001
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. QUALIFICATIONS AND SELECTION

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

Description
The college employs qualified faculty and staff. Reductions in college personnel by resignation, or retirement, and delays in hiring replacements, have reduced the current number of full-time faculty and staff.

The 6,029 students enrolled in Fall 2000 were served by 76 contract faculty, 100 part-time faculty, 8 administrators, and 75 full-time support staff (7A.1.1). A selective hiring moratorium has limited replacement of full-time faculty and staff. Several educational programs have relied upon part-time faculty. The hiring of classified staff has been restricted for a number of years, resulting in understaffed areas, such as grounds, maintenance, and custodial services. In recent years turnover in administrative positions has increased. The college currently has two interim Division Deans, and an interim Vice President of Instruction. A new President started on July 1, 2002.

All faculty, full and part-time, meet the requirements of the Faculty Service Area for the courses they teach. The professional preparation of the faculty is represented in the college catalog listing of academic degrees (7A.1.2). Vocational instructors are qualified to teach through a combination of field experience and academic training.

Self-Evaluation
The hiring of qualified faculty and staff with full-time responsibilities enables the college to support its educational programs and services. However, the District is currently weathering its third selective hiring freeze in as many years. This has resulted in increasing difficulties when requesting temporary or permanent replacement hires.

In Spring 2002, the Board approved a budget-saving faculty retirement incentive that resulted in seven COA faculty retirements (7A.1.3). Fiscal year 2002-03 budget deficit projections precipitated a take-back of nine faculty positions which forces dependence upon
part-time instructors in some programs (7A.1.14). This lack of full-time faculty affects the quality of the programs. In order for a department to provide a vital, stable program for students, a solid core of full-time faculty is needed.

The Peralta District ratio of full-time faculty to part-time faculty does not comply with the 75-25 percent law. According to the final report for California Community Colleges Full-Time Faculty Obligation, the percent of Full-Time Equivalent Faculty (FTEF) attributable to full-time faculty is 56.0 percent (7A.1.5). The report's footnotes indicate this figure does not include FTEF from noncredit instructional assignments and "replacements"—a part-time faculty member filling in behind a full-time faculty member who is on released/reassigned time, sabbatical, a late retiree or on unpaid leave as reflected in COA faculty listings (7A.1.6).

The hiring freezes have affected several classified vacancies that have remained unfilled or filled with part-time or temporary help. This strains the affected service areas and often impacts instruction.

Although new employees are well qualified for their position upon hire, in-house training is critically needed for new and existing employees in mainframe usage, budget management, employment procedures, employee evaluations, bargaining unit contracts, general personnel management, purchasing procedures, and shared governance structures.

A PCCD Personnel Manual published in 1998 and used as a resource by managers may be out of alignment with bargaining unit contracts (7A.1.7). The PCCD Board Manuals at the college may not always be updated in a timely manner (7A.1.8). The COA Faculty Handbook (7A.1.9) is kept reasonably up-to-date and a District Classified Handbook (7A.1.10) is in draft form.

**Planning Agenda**

- Institute new COA employee orientations as soon as possible.

- Institute on-going training for all COA employees. Areas of training may include mainframe usage, budget management, employment procedures, employee evaluations, bargaining unit contracts, general personnel management, purchasing procedures, and shared governance structures.

- Recommend that the District update the Board Manual in a timely fashion, including the online version and all Board policy implementation procedures, and broadly publicize its COA distribution list.

- Recommend to the District that all Personnel Manuals or management employee resources be regularly reviewed and updated to ensure compliance with all bargaining unit contracts.
7A.2 Criteria, qualifications, and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.

Description

Criteria, qualifications, and procedures for the selection of Peralta personnel are uniform, clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities. All criteria, qualifications and procedures are published and publicly distributed by the District Office and the college via the Board Policy Manual (7A.1.8), COA Faculty Handbook (7A.1.9), PCCD Personnel Manual (7A.1.7), employment job descriptions (7A.2.1), and bargaining unit contracts with the Peralta Federation of Teachers (PFT) (7A.2.2), Service Employees International Union Local 790 (L790) (7A.2.3), and international Union of Operating Engineers (L39) (7A.2.4).

Responsibilities for hiring personnel are split between the District and the college. The District Office of Human Resources is responsible for the recruitment of all District personnel. Minimum qualifications for community college faculty and administrators in California are established in the California Code of Regulations (CCR) Title 5 and enforced by the District Office of Human Resources. Bargaining Unit agreements dictate hiring processes and procedures for respective units.

Colleges develop job descriptions, establish hiring committees, develop interview questions, perform paper screening and interviews, and recommend a final candidate for hire. College of Alameda implements the procedures established by the Board in policies and through the various bargaining unit agreements. Hiring procedures are regulated by District criteria and monitored by chairpersons of screening committees. Any changes to job classifications and minimum qualifications must be negotiated within bargaining units. The selection process requires adherence to job descriptions and minimum qualifications. A final hire culminates in Board approval after paperwork is completed by the college and the District Office of Human Resources.

Self-Evaluation

Although the hiring process is clearly defined, the actual process is often cumbersome, complicated, and contingent upon multiple layers of bureaucracy. Respondents to the 2002-03 Faculty, Staff, and Administration Self-Study Survey expressed concern over the adequacy of the hiring process. Out of 114 respondents, 56 percent disagreed or strongly disagreed with the statement, “The district hiring procedures are effective,” and 62 percent disagreed or strongly disagreed with the statement, “The district hiring procedures are efficient” (7A.2.5). College of Alameda and the District should work together to improve the hiring process.

Employee recruitment may be improved by hiring a full or part-time Campus Human Resources Specialist for the college. This position would become the “point person” for all
campus employment issues, facilitate all hiring committees, be a liaison to the District Office of Human Resources, and work closely with campus constituents to improve the hiring process. In addition, this position could be responsible for rotational training of all employees regarding hiring committee procedures, bargaining unit requirements, and legal responsibilities regarding employee recruitment.

Planning Agenda
- Recommend that the District create or appoint a full-time or part-time Campus Human Resources Specialist for College of Alameda.

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.

Description
Minimum qualifications for community college faculty and administrators are established in the California Code of Regulations (CCR) Title 5, enforced by the District Office of Human Resources, through Board Policy, and Peralta Federation of Teachers (PFT) contracts. The PCCD Board Policy Manual, 3.26 (7A.1.8) sets criteria for hiring faculty. The college is responsible for implementing Board policy and PFT contracts. The District Academic Senate Educational Policy Committee reviews work of the Academic Senate Equivalency Committees. Job descriptions are explicit in listing the teaching and institutional responsibilities expected of prospective faculty, including sensitivity to the ethnic and cultural diversity of the college. The selection process is controlled by procedures designed to ascertain applicants' knowledge of subject matter, teaching experience, teaching effectiveness, and evidence of professional commitment. Interview questions provide the opportunity for applicants to expound on experiences and skills.

Self-Evaluation
Job descriptions may need to be modified with District, PFT, and Academic Senate oversight to admit a wider range of candidates. Technological and scientific demands have affected course content and methodology of instruction, necessitating change. In areas where the need for instructors outweigh qualified candidates, a review of equivalency criteria for possible modification may be necessary. This may increase the number of qualified applicants. Since the last accreditation review, the college has made progress in disciplines such as Computing Information Systems.

Selection procedures, for both part-time faculty and classified employees are not as rigorous as they are for permanent full-time employees. Although selection procedures for faculty part-timers adhere to strict guidelines, flexible procedures can be advantageous when part-time faculty need to be hired at the last minute to teach added sections.
The Peralta Federation of Teachers has registered concern for the lack of job security for part-time instructors and has requested that guidelines be developed that regularize the hiring and dismissal process to guarantee some measure of job security. Since the last accreditation review, some discussions have occurred regarding this issue, but nothing formal has been negotiated between the District and the PFT.

**Planning Agenda**

None.

**7A.4** Degrees held by faculty and administrators are listed in the institution's primary catalog. All US degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-US institutions are recognized only if equivalence has been established.

**Description**

Degrees held by contract faculty, administrators and permanent staff are listed in the College of Alameda Catalog (7A.1.2). Degrees held by part-time faculty or temporary staff are not listed in the catalog due to the variable number each term. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

**Self-Evaluation**

The catalog is generally accurate in publication of degrees held by faculty and staff.

**Planning Agenda**

None.

**7B EVALUATION**

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

**Description**

Board Policy dictates all employee evaluation policies and procedures. Formal evaluation systems are currently in place for all groups of employees, with the exception of part-time classified and student workers.
Evaluation procedures were developed through the collective bargaining process for represented employees and by the Board of Trustees for non-represented employees. These guidelines are regularly examined and revised. Evaluations for each category are carried out according to stated procedures at regular intervals. The District Human Resources department maintains evaluation records of all employees in the District.

Administrators

Administrators (with the exception of the President who is evaluated by the District Chancellor) are evaluated according to Board Policy 3.65 (7A.1.8). Managers are typically offered two-year contracts. New managers are typically evaluated annually for the first two years and thereafter by February prior to contract expiration. Managers with second contracts or greater are evaluated by February prior to contract expiration.

Faculty

Evaluation policies and procedures for all classifications of faculty are delineated in the Board Policy Manual and the PFT contract through PCCD Faculty Evaluation Policy and Procedures Handbook (7B.1.1). All faculty evaluations are performed on a systematic basis that includes review by peers, students, administrators, and self-evaluation.

1. Full time tenured faculty

In accordance with Board Policy 3.30B, Evaluation of Tenured Faculty, faculty evaluations are conducted in rotation every three years (7A.1.8). Tenured faculty are placed into three groups consisting of evaluands, evaluators or non-participants and after one year, rotated into a different group.

2. Tenure-Track Faculty

The process for evaluating tenure-track faculty is spelled out in Board Policy 3.30, Tenure Track Faculty Evaluation Policy (7A.1.8). It is a comprehensive four-year process administered by a committee and consisting of mandatory evaluation activities and/or optional segments held to deadlines to ensure adequate lead-time for completion.

3. Temporary Part-Time Faculty and Long Term Substitutes

Board Policy 3.31, Evaluation of Temporary Part-time Instructors and Long Term Substitutes, is currently under review and revision. According to the Faculty Evaluation Policy and Procedures Handbook, pending revision, evaluation shall follow procedures specified under "initial" and "subsequent" evaluations, and shall occur for temporary part-time instructors within the first year of employment (preferably within the first semester) and thereafter at least once every six semesters, while long-term substitutes shall be evaluated within first term (7A.1.8).
Classified Employees

1. Classified—Represented
Represented full-time classified staff evaluation procedures are set forth in the Collective Bargaining Agreements between the District and Local SEIU 790 and IUE Stationary Engineers Local 39, effective from July 1, 2000 through June 30, 2003. The first level manager evaluates the probationary candidate at the end of the second and fifth month of service. Thereafter, staff evaluations are to be scheduled yearly within the month following the employee’s anniversary date of hire. Blank evaluation forms are available for review on the District’s web site (www.perialta.cc.ca.us) (7B.1.2).

2. Classified Confidential
Confidential-designated employees serve a six-month probationary period and are evaluated at the end of the second and fifth month by the immediate supervisor until reaching permanent status. When permanent, they receive annual evaluations by their immediate supervisor. Blank evaluation forms are available on the District’s web site (7B.1.3).

Part Time Classified—Part time student employees
There is no evaluation process for part time classified employees or for student part-time employees.

Self-Evaluation
In general, the process of evaluations has improved, but still has much room for improvement. Because record keeping systems are not always reliable, it is difficult to enforce timely evaluations and follow up.

Administrators
During the fiscal year 2000-2001 all seven administrators were evaluated for performance and effectiveness according to Board Policy 3.65. During 2001-02, only one administrator was evaluated. Miscommunication occurred at the college level regarding the policy and authorization of interim managers conducting performance evaluations of permanent managers. The management evaluations expected for this period may have also been impacted by the changes in the college’s administration at the presidential, senior administrative, and dean levels. Once the process is implemented again, there appears to be an adequate evaluation process.

Faculty
Previous shortcomings of faculty evaluations have been addressed in the recent PFT collective bargaining contract agreement. Requirements for part-time evaluations as well as for tenured and tenure track have been made more stringent.

The timeliness and thoroughness of evaluations of faculty have improved over the past few
years. For example, as of May 28, 2002, the Business and Transportation Division had completed three out of three tenure-track evaluations and three out of four tenured faculty evaluations. All classroom observations, administrative reviews, and most student evaluations were finished for part-time Business and Transportation Division faculty with five out of seven summary forms remaining to be completed (7B.1.4). In the Applied Arts and Sciences Division, as of June 2002, three out of three tenured faculty evaluations were completed. All student evaluations, and most classroom and administrative reviews were done, for part-time faculty with just the summaries remaining to be completed in 24 out of 28 evaluations (7B.1.5). The Arts and Letters Division completed five out of five tenure track evaluations prior to the close of the 2001–02 academic year. In addition, a comprehensive schedule has been developed for evaluating adjunct faculty during 2002–03 academic year (7B.1.6).

**Classified—Employees**

The evaluations of classified employees have not always been done in a timely or consistent manner. The accreditation report of 1999 noted this problem, which is still being addressed. According to reports issued May 14, 2002, 61 out of 70 permanent classified evaluations were overdue (7B.1.7). Forty-four were overdue by more than six months. It must be noted that administrative turnover could have contributed to this high failure rate.

**Part time classified/student employees**

There is no process for evaluating part-time classified employees or student part-time employees.

**Planning Agenda**

- Recommend that the District improve the system of tracking employees’ evaluations so that the status of all categories are easily reviewed.

- Assess the need to create an evaluation process for part-time classified and student employees.

**7B.2 Evaluation processes seek to assess effectiveness and encourage improvement.**

**Description**

(This section includes administrators and classified; section 7B.3 includes faculty)

**Administrators**

Two separate forms evaluate management skills and performance and the acceptance of goals and objectives and self-evaluation. For an academic manager, a committee is formed to
participate in the evaluation and elicit input from colleagues. A manager with less than a satisfactory evaluation will work with his/her immediate supervisor to develop a corrective plan and timelines for improvement at the end of or during the corrective period (7B.2.1).

**Classified—Represented**

Classified employees are evaluated by their first line managers. For the L790 SEIU bargaining unit, the employee is rated on a scale of 1-5; one stands for superior performance that significantly exceeds job requirements; and a five stands for unsatisfactory/not up to required standards of the job. The areas of review include job knowledge, quality of work, job effort, initiative, judgment, cooperation, attendance, safety, leadership, and planning and organization. In addition, the employee's major strengths and weaknesses are identified. In the Development Discussion, areas needing improvement are identified along with goals and activities to achieve performance improvement.

Employees in the L39 IUOE bargaining unit are rated using a three-tiered scale. Areas of review include promptness, knowledge, work attitude, initiative, capacity to develop, attitude toward other employees, quality of work, quantity of work, ability to understand directions, appearance, and public relations. A memo accompanies the form explaining any below average ratings.

**Classified—Confidential**

The process is similar to that used for the represented classified.

**Self-Evaluation**

All evaluation forms and procedures emphasize effectiveness of performance and identify areas of improvement, but the high turnover in upper management and the numerous interim managers have resulted in inconsistent applications of the process. Manager training may be helpful. Employee job descriptions should accompany the evaluation forms to provide appropriate focus for assessment.

Due to the lack of standardized/systematic training for all new employees, many experience a “sink or swim” mentality without having the tools they need to be effective in their jobs. The development of targeted training sessions for new employees will enhance their ability to succeed.

**Planning Agenda**

- Initiate additional training for managers on techniques that utilize the evaluation process to fairly assess effectiveness and encourage improvement.

- Plan targeted standardized systematic training for new employees that gives them the tools to perform their jobs effectively.
• Recommend the inclusion of the appropriate job description with each employee's evaluation form.

7B.3 Criteria for evaluation of faculty include teaching effectiveness, scholarship or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.

Description

Faculty evaluation procedures seek to ensure quality education for students and professional growth for staff. All procedures are defined in the Faculty Evaluation Policy and Procedures Handbook according to Board Policy and Peralta Federation of Teachers bargaining unit contract. Evaluation forms for all categories of faculty are available online on the Peralta web page under Educational Services (7B.3.1).

Board Policy 3.30, Tenure Track Faculty Evaluation Policy indicates that the tenure review system is founded on several principles including promotion of professionalism (7A.1.8). The faculty evaluation process at College of Alameda seeks to improve teaching effectiveness by soliciting student input, utilizing multiple observers, encouraging academic growth and inviting institutional participation.

Tenure-Track faculty are reviewed yearly for a period of four years utilizing a combination of self, student, classroom, peer, and administrative evaluations. Annually, a recommendation is made by the committee to designate the candidate to be "Superior," "Satisfactory," "Below Standards," or "Unsatisfactory." If the candidate is below standards or unacceptable in any category, an improvement plan is designed which includes specific recommendations and timetables for action. At the completion of the four-year candidacy, the committee recommends to the certification committee, grant tenure or termination. The recommendation is forwarded to the President, District and Board for approval.

Tenured faculty are reviewed once every three years utilizing the same five basic forms as tenure-track faculty (i.e., student evaluation, faculty/classroom observation, administrative evaluation, self-evaluation, and summary report form). If the summary finding is less than satisfactory, an improvement plan is generated with a timetable for monitoring the evaluatee's progress. At the end of the following semester the evaluation team completes a final summary evaluation which is placed in the evaluatee's personnel file.

The evaluation procedures for temporary part-time instructors and long-term substitutes are currently under review. For the academic year 2002-2003 or until further notice, Board Policy 3.31 shall prevail. Temporary part-time faculty are evaluated within the first year and once every six semesters thereafter. Long-term subs are evaluated within the first term of the contract. Both categories utilize the same five basic forms as tenured-track faculty, as described above.

All faculty evaluations include teaching effectiveness, activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.
Self-Evaluation

Among the tools used for faculty evaluation, the student evaluations are significant. Students are asked to rate the instructor's course organization, knowledge of subject, presentation of subject, appropriateness of tests and assignments, fairness, motivational ability, grading policy, preparation, attention to student work, class participation, classroom atmosphere, and overall effectiveness of the instructor.

In the self-evaluation, the instructor is asked to describe his/her academic or institutional activities during the past year, list goals and objectives for the following year, and detail any institutional support needed to meet those goals. As a follow-up, the instructor is asked to review previous evaluations and describe adjustments or improvements that were precipitated by the evaluation.

The classroom observation details the evaluatee's direct teaching knowledge and application of techniques; the manager's observations provide an additional view of strengths and weaknesses. A combination of student, classroom, administrative and self-evaluations provides a view of a faculty member's effectiveness in the classroom.

Planning Agenda

None.

7C. STAFF DEVELOPMENT

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

Description

College of Alameda encourages all employees to continue professional development in a manner consistent with the institutional mission and goals delineated under professional development of staff (7A.1.2). The Staff Development Committee promotes activities which encourage collaboration, growth, and communication, and funds campus projects designed by individual members. Supported professional development activities include opportunities for attendance at workshops, conferences, and seminars. The committee plans and implements Flex Days, at the beginning of each semester, and all-college retreats and workshops throughout the year. The Staff Development Committee, in collaboration with the Technology Committee, hires and coordinates the activities of the Technology Trainer. The committee screens faculty sabbatical leave requests and makes recommendations to the college President. Also, the Staff Development Committee plans the college budget for State AB1725 funds, Peralta Federation of Teachers Staff Development funds and Technology Training funds.
Self-Evaluation

The Staff Development Committee, reviews requests for staff development funding and plans other professional development activities. The committee functions well in a shared governance mode. The committee approved a total of 183 requests for conference or workshop attendance from Fall 1999 to Spring 2002 (7C.1.1).

Part-time and hourly instructors and staff have a difficult time becoming integrated into campus life and taking advantage of staff development activities. One reason may be that many of them do not have access to the 'wizard' electronic mail system through the mainframe, e-mail, or voicemail and therefore do not get notices in a timely fashion.

Planning Agenda

- Devise a plan to increase the level of participation of part-time instructors and hourly classified staff in campus life, including staff development activities.

- Communicate the availability of and process for getting access to the campus mail systems (i.e., mainframe, e-mail, voice mail, mailboxes) to hourly faculty and classified staff.

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

Description

One committee composed of three representatives from each employee group plans the staff development program. A faculty member chosen by the committee serves as chair and is provided with release time. The committee plans many college-wide activities; however, most staff development funds support professional development activities for individual employees. The committee screens proposals from individuals and provides groups partial funding.

The COA Staff Development Committee Chairperson is a member of the District Staff Development Committee, which implements activities for District Professional Days. Known as flex days, these are a part of the Academic Calendar negotiated between the PFT bargaining unit and the District which provide opportunities for faculty members to fulfill their state-mandated professional continuing education obligation to the District (7C.2.1).

The various constituent groups conduct the evaluation of staff development activities. In all cases, evaluation includes the input of staff who participate in, or are affected by, the programs. Individuals who attend workshops are required to submit written evaluations of their participation and to agree to share new expertise with colleagues. These evaluations are utilized in planning future workshops. Evaluation of workshops and conferences are utilized in planning future workshops, but are not made available to the general college population.
Self-Evaluation

The Staff Development committee conducted a needs assessment in 2000–01 which surveyed all personnel through the Staff Development Survey (7C.2.2). Primary topics covered by this survey were: (1) interest in college retreat topics and sites; and (2) technology training needs. The Committee used the results of this assessment to plan an all college workshop “Creating a Safe and Respectful Environment on Campus” and, in collaboration with the college Technology Committee, to establish a campus Technology Teaching and Learning Center. The establishment of this center and the hiring of an instructional technology trainer is a direct response to Goal Six of the Focused Mid-Term Report, December 1, 2001 (7C.2.3).

The 2002–03 Faculty, Staff, and Administration Self-Study Survey asked whether the District and COA staff development activities were, “generally useful.” While the greater number of respondents either strongly agreed or agreed that the activities were useful, written comments indicated mixed feeling about the relevance of topics selected (7A.2.5). Individual respondents stated frustration with the absence of topics related to curriculum development and “best practices” teaching methods.

Many employees have participated in college-wide activities, but greater emphasis could be placed on developing the organization as a whole through activities involving part-time and hourly staff. In addition, the placement of Flex Days before the beginning of each semester prevents counselors and some classified staff from attending because they are busy registering students at that time. Establishing mid-semester days would enable more counseling and classified staff to attend and would facilitate follow-up programs to earlier activities and goals.

Planning Agenda

- Recommend to the Staff Development Committee that future staff development activities include programs on curriculum development and “best practices” teaching methods.

- Develop a system for publishing written evaluations of conference attendance as a way to facilitate sharing of information with colleagues.

- Consider establishing mid-semester “all college days” to involve more faculty and staff in staff development activities.

7D. GENERAL PERSONNEL PROVISIONS

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

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

Board Policy 3.03, Affirmative Action Policy, establishes the guiding principles of non-discrimination, equity, and diversity in all employment procedures (7A.1.8). The goals are established within the District’s Affirmative Action Plan, which includes Basic, Supplemental, and individual College/Administrative Unit plans (7D.2.1). The overall plan, administered by the Chancellor and implemented and monitored by the District Affirmative Action Officer, is reviewed annually not later than November 1 and revised as necessary. In addition, the policy has established a District Review Council consisting of representatives of all college constituencies and community members, which meets on a quarterly basis to assess the progress of the Affirmative Action Program.

It is the responsibility of the District Affirmative Action Officer (AAO) to ensure that the Affirmative Action Policy as well as all tenants of non-discrimination are adhered to in the hiring process of all District and college employees. The Affirmative Action Officer in conjunction with the District's Office of Institutional Development regularly compiles employment equity statistics which are reported to the Board of Trustees. The equity statistics are reported to the State Chancellor's office annually and are contained in the Management Information Systems reports. The most recent statistics have also been compiled and published for the campus community in the Peralta Facts 2000 booklet (7A.1.1).

The COA Affirmative Action and Campus Climate Committee, composed of administrators, faculty, classified, and students, is responsible for assessing progress and making recommendations to the District Affirmative Action Committee in the area of employment equity. College of Alameda staff is diverse and highly qualified; the college is committed to equity in employment.

The college participates in the Faculty Diversity Internship Program coordinated by the District and designed to assist students half way through graduate programs for academic subjects or half way through Associate in Arts degree progress in vocational areas. The program attracts faculty from diverse and underrepresented groups.

Self-Evaluation

The State-assigned Technical Assistance Review Team visited the District in the Fall of 2000 (7D.2.2). The team found that while Peralta has made progress in furthering its goals, progress has not been equal for all groups. Fifteen proposals for improvement were made, including the following:

1) provide a more diverse part-time faculty;

2) implement procedures for hiring adjunct faculty;

3) train hiring committees on the requirements of the Education Code, Title 5 regulations, state and federal non-discrimination laws, and District policies and procedures; and,

4) provide more stability and continuity at the management level.
This review has accurately identified a number of key deficiencies in the Peralta system. Affirmative action policies and procedures are in place but need to be strengthened to ensure that there is opportunity to emulate the diversity of our student population.

On a positive note, the Faculty Diversity Internship program is very successful, and several interns are teaching at the college. As a result, a foundation for a more diverse faculty at COA has been established.

Planning Agenda

- Recommend that the District and Peralta Federation of Teachers (PFT) create and implement procedures for hiring adjunct faculty that include methods to increase the diversity of part-time instructors.

- Request that the District Office of Human Resources implement rotational training on the requirements of the Education Code, Title 5 regulation, state and federal non-discrimination laws, and District policies and procedures as a part of all hiring committee training.

7D.3 Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.

Description

Personnel policies are governed by the Board Policy Manual (7A.1.8) and collective bargaining agreements (7A.2.2, 7A.2.3, 7A.2.4), and subject to State regulation and the Education Code. The PCCD Personnel Manual summarizes all procedures for each class of employee (7A.1.7).

Collective bargaining agreements are developed and negotiated between designated union representatives and the District management, subject to approval by the Board of Trustees. Policies which are not covered under collective bargaining agreements are developed through shared governance, or by administrative recommendation, subject to approval by the Board.

The District Personnel Director monitors bargaining unit contracts and personnel procedures. On a day-to-day basis, the college administration assures that personnel policies and procedures are being followed and that the provisions of employee contracts are being met.

All personnel policies and procedures are published and available for review online and in the Board Policy Manual, Personnel Manual and respective collective bargaining agreements.
Self-Evaluation

Although many guidelines and directives exist regarding personnel policies and procedures, manuals are not always accurate or well distributed. In addition, there are deficiencies in training and orientation for new employees. Such that informational meetings regarding bargaining unit contracts are not regularly scheduled for managers or staff.

The Personnel Manual does not seem to accurately reflect bargaining unit requirements or Board policy changes. New managers are not adequately trained in the hiring procedures or given the resources they need to be effective.

Planning Agenda

- Request that the District Human Resources Office initiate training in personnel matters and procedures at all levels.

7D.4 The institution makes provision for the security and confidentiality of personnel records.

Description

Personnel records are private, accurate, complete, and permanent. All personnel records are housed at the District Personnel Office. The District policy regarding privacy of information is clearly stated and routinely administered. College of Alameda's policy on privacy of information relating to individual staff members is contained in collective bargaining agreements and in the State Education Code. The college stores personnel records in a locked cabinet, maintained by the President's confidential secretary. Regular faculty evaluation, both full and part-time, are housed in locked cabinets in each division. Tenure review faculty evaluations are maintained in a locked cabinet in the Administrative building under the auspices of the Office of Instruction.

Personnel records can be accessed electronically only by managers and their secretaries.

Self-Evaluation

The security and confidentiality of personnel records is adequate.

Planning Agenda

None.
STANDARD SEVEN DOCUMENTS

7A.1.1 Peralta Facts Book 2000
7A.1.2 College of Alameda Catalog, 2001–2003
7A.1.3 PCCD Board of Trustees Minutes, March 2002
7A.1.4 PCCD Budget Reduction Information Sheet, June 2002
7A.1.5 Full-Time Faculty Obligation Fall 2001, State Chancellor’s Office, January 2002.

7A.1.6 COA Faculty Lists, Fall 2001 and Fall 2002
7A.1.7 PCCD Personnel Manual, 1998
7A.1.8 PCCD Board Policy Manual
7A.1.9 COA Faculty Handbook, 1998
7A.1.10 PCCD Classified Handbook (Draft)

7A.2.1 Sample PCCD Job Description
7A.2.2 Peralta Federation of Teachers (PFT) Contract
7A.2.3 Service Employees International Union (SEIU), Local 790 Contract, 2000–2003

7A.2.4 International Union of Operating Engineers, Local 39 Contract
7A.2.5 2002–03 Faculty, Staff, and Administration Self-Study Survey

7B.1.1 PCCD Faculty Evaluation Policy and Procedures Handbook, August 2002
7B.1.2 Evaluation Forms, Service Employees International Union (SEIU), Local 790 and International Union of Operating Engineers (IUOE), Local 39

7B.1.3 Evaluation Form, Classified Confidential
7B.1.4 Business and Transportation Division Summary of Faculty Evaluations Memorandum May 28, 2002
7B.1.5 Applied Arts and Sciences Division Summary of Faculty Evaluations Memorandum June 4, 2002
7B.1.6 Arts and Letters Division Summary of Faculty Evaluations Memorandum 2002
7B.1.7 Peralta Colleges/College of Alameda, All Overdue Evaluations (Classified), May 14, 2002

7B.2.1 Administrative Evaluation Forms, 2002
7B.3.1 Faculty Evaluation Forms, 2002

7C.1.1 COA Staff Development Committee Minutes, Fall 1999–Spring 2002

7C.2.1 PCCD Academic Calendar, 2002–2003

7C.2.2 Staff Development Survey, 2000–01

7C.2.3 Focused Midterm Report, December 2001

7D.2.1 PCCD Affirmative Action Plan

7D.2.2 PCCD Technical Assistance Team Visit Report, December 2000
STANDARD EIGHT
PHYSICAL RESOURCES

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

Description

College of Alameda maintains one main campus located on 62 acres in the city of Alameda, and one off-site Air Facility, located on 2.5 acres adjacent to the Oakland International Airport. Courses in airframe and power plant maintenance and aircraft operations are conducted at the Air Facility.

The main campus is comprised of four original buildings constructed between 1967 and 1970: Building A, which houses administrative offices, classrooms and Instructional laboratories; Building B, which houses the Auto Body and Paint program and the Automotive Technology program; Building C, containing the Student Center, CalWorks offices, ASCOA offices, cafeteria, and bookstore; and the conjoined Building C and D, which houses classrooms, science and computer labs, Programs and Services for Students with Disabilities (DSPS), Extended Opportunity Programs and Services (EOPS) offices, and instructional division offices. The main campus contains 81 classrooms including lecture, laboratory rooms and the Gym; and 42 restrooms. Buildings added since original construction are: the Gymnasium, in 1976; the Library/Learning Resource, in 1976–77; the Child Care Center, in 1977; and Building E, which houses the Diesel Mechanics program, in 1989. Moreover, the college has nine tennis courts, an all-weather track, and a hardball playing field facility built in 1996 (8.1.1).

Major campus maintenance projects in recent years include completion of hazardous materials handling and storage, replacement of the main high voltage cable, roof and wall repairs at the Air Facility, overhaul of the heating, ventilation, air conditioning unit at the Children's Center, upgrading of campus elevators, and remodeling of campus restrooms. Measure E funds have recently been prioritized to provide such improvements as new wiring for the entire campus; modifications and upgrades to Building A including administrative offices and classrooms; upgrades to the emergency generator; expansion of the gas line supply to the Diesel Mechanics building; walkway upgrades to meet Americans with Disabilities Act (ADA) standards; and, major athletic field upgrades. The Peralta Community College District intends to complete these improvements by 2004 (8.1.2). In 2001 the District hired a contractor to install conduit, an Interned Data Distribution Frame (IDF) room, and drops for computers on campus. These items are now in place. All lines for total campus wiring are included in a District project that is expected to begin in Fall 2002.

The Facilities Master Plan was updated to be in sync with the latest 2001–2017 Educational Master Plan. In addition to the projects under Measure E, it calls for a Fine Arts Complex; a Center for Maintenance and Inventory; emergency response operations; an expanded
weight training room; improved electrical systems, including Uninterruptible Power Supplies; as well as improved heating ventilation and air conditioning system campus-wide (8.1.3).

The city of Alameda is in negotiations regarding an expansion project that will impact the College of Alameda property. The Tinker Ave Project involves city road construction on land immediately north of the campus. The city is negotiating with Peralta Community College District to use a portion of the campus to make connections of specific streets. Information and plans concerning this project are presently incomplete.

Self-Evaluation

Bond monies from Measure B and Measure E are available for completion of local projects. It appears that the list of projects assigned to each Measure and to the Facilities Master Plan do not have the same priority numbers. The Facilities Master Plan is being revised to reflect Measure E projects, but it is unclear if Measure B projects are included. There is no mention in the Facilities Master Plan as to when proposed projects will be completed.

In June 2002, District physical plant personnel met with COA faculty and presented a global plan of all known projects to be completed within the next year. Requests were made for renovations to all campus buildings, but, to date, only Buildings A and D improvements appear on District project lists. If other building renovations are not done, it is hoped that some basic upgrades, such as wiring, heating, ventilation, air conditioning and electrical, will be undertaken.

Although the Facilities Committee is a standing committee, it has been inactive for more than a year and was not included in plans to modify Building A.

Planning Agenda

- Diligently monitor the District Physical Plant and Information Technology projects for College of Alameda.

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.

Description

The Director of the Physical Plant Office at the Peralta District has administrative responsibility for maintenance and grounds at College of Alameda. One maintenance employee and one or two grounds employees are assigned to the campus by the District physical plant office.
The Business and Administrative Services Manager (BAS) at the college articulates the physical needs of the institution to the District office and/or college staff. This manager has developed a system of work order requests from faculty and staff which are carried out either by the District or by the college maintenance staff. The BAS Manager, in coordination with the District, arranges for delivery and receipt of supplies, pest control, garbage collections, disposal of hazardous materials, and processing of utility bills. The BAS Manager also oversees administrative computing staff, facilities use, Title IX and Equal Employment Opportunity compliance and safety coordination. In addition, the manager is responsible for maintaining communication services, duplication services, telephone and voice mail procedures, and postal and internal mail. The establishment of a District electronic work order system helps Business and Administrative Services staff to send and monitor all college requests for repairs and maintenance services. The BAS Manager supervises Custodial Services whose staff consists of one lead and seven custodians. One engineer is assigned to the college and performs work orders under the supervision of the Business and Administrative Services Manager. The engineer attends to the mechanical and utilities systems repair and maintenance.

The Business and Administrative Services Manager retired in March 2002 after 39 years of service to the District. A new manager was hired October 2002.

Self-Evaluation

A classroom survey conducted in Fall 2001 gathered information about conditions of all campus classrooms. Instructional managers were asked to indicate the status of such basic items as carpet replacements, and the condition of chairs, drapes, shades, floor tiles, windows, and blackboards. This information was reported to the Office of Instruction and revealed that many basic items needed attention.

Custodial services are inadequately staffed to maintain total cleanliness of the college. Prior to the renovations of most of the campus bathrooms Spring 2002, restrooms were not kept consistently clean. Renovations have greatly improved the restroom facilities and level of cleanliness.

Most buildings are not air conditioned. The lack of air conditioning is becoming a serious problem, particularly in instructional computer labs. It is anticipated that this situation will be corrected with the completion of the District list of facilities projects. The District wiring project, with an expected start date of Fall 2002, will install sufficient wiring to handle computing needs of faculty and staff.

The Civil Rights Guidelines for Vocational Education on-site review, in February 2002, noted that campus signage should be improved. The report stated that signs on elevators do not adequately accommodate the blind (8.2.1).
Planning Agenda

- Work with Business and Administrative Services Manager to maximize custodial service hours to include regular custodial service to classrooms and overall cleanliness of college facilities.

- Request additional elevator signage to gain compliance with the Civil Rights on-site review recommendations.

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.

Description

In March 2002, the college underwent the removal of physical barriers to people with physical disabilities. Walkways were renovated, cross walks were added, wheel chair cutaways were built, bathroom accessibility was improved and automatic doors were installed on Buildings A, F, and L.

The college Safety Committee, with members from staff and administrative ranks, recommends policies and regulations with regard to health and safety issues. The committee also reviews disaster/emergency preparedness and response, fire and earthquake information, American with Disabilities Act compliance, and campus signage. The Safety Committee conducts several fire drills per academic year. This committee makes recommendations to the College Council.

Since 1996, Peralta District has contracted with the Alameda County Sheriff’s Department for security of Peralta campuses. Statistics in the Personal Safety Handbook indicate that criminal activity on the College of Alameda campus is very low (8.3.1). In addition to sheriffs, the college provides Safety Aides to assist in maintaining a safe campus. Safety Aides patrol the campus in late afternoons, early evenings, and Saturdays. They wear Safety Aides jackets and have equipment that provides immediate contact with the sheriffs.

Board Policy 6.62 governs hazardous materials management. Several instructional programs have to contend with hazardous materials handling. These include biology, chemistry, diesel, dental assisting, aviation, and auto body and paint. There is a plan in place for disposing of hazardous materials from these instructional programs.

California Integrated Waste Management Board approved the College of Alameda Waste Management Plan in December 2001. This plan coordinates the removal of campus waste and the recycling of appropriate materials. This includes food waste, glass, paper, plastic and scrap metal (8.3.2).
Self-Evaluation

The college tries to maintain physical facilities that are constructed and maintained in accordance with the obligation to ensure access, safety, security and a healthful environment. 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. Some facilities have been upgraded and access for ADA purposes has improved. The college has addressed the cleanliness problem by having two “Clean the Clutter” days in the past year. The Alameda County Sheriffs are instrumental in maintaining a low-level crime area, and Safety Aides assist staff. The college community is willing to assist with the cleaning problems. It is anticipated that the new Business and Administrative Services Manager will continue college efforts in these areas.

Planning Agenda

None.

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

Description

College of Alameda uses general funds and special funding to purchase, secure, and maintain its equipment. State instructional equipment and library materials funds have been used to purchase library materials and audio visual equipment as well as classroom instructional equipment. Requests for general funds to purchase equipment must be submitted through the regular budget process and justifications must be linked to the Educational Master Plan and other criteria. Other sources of funds include Vocational and Technical Education Act (VTEA) monies and Telecommunications Technology Infrastructure Program (TTIP) monies, which have been used to upgrade campus computer equipment.

District maintenance and grounds operations are responsible for the selection, maintenance and replacement of equipment and vehicles for buildings and grounds. The District Purchasing Department maintains the inventory of all capital equipment.

In Spring 2002, District staff performed an inventory of all campus computers in preparation for college-wide computer upgrades. Replaced computers will be recycled among staff by the Administrative Campus Network Coordinator. The campus Technology Committee is developing a recycling plan for campus computers.

Self-Evaluation

The college budget process determines the amount of general fund monies for equipment; special funds are used whenever possible. The college makes every effort to provide equipment that supports educational programs and services. The Technology Committee will assist in the recycling of computers upon completion of the recycling plan.
Planning Agenda

- Establish a plan for the systematic replacement and maintenance of equipment.

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.

Description

The Facilities Master Plan is based on the mission, planning goals and instructional objectives of the college and has been approved by College Council.

The college Facilities Committee, comprised of administrative representatives, faculty, classified staff, and students, is charged with responsibility for all matters relating to planning and use of the college facilities. It assists in the planning of major capital improvement projects and makes recommendations for improvement in the aesthetics, safety and security of all college facilities, including buildings and grounds.

Self-Evaluation

Many projects to improve physical resources are planned for the college over the next few years. The Facilities Committee and the College Council need to be more involved in planning for these projects.

Planning Agenda

- Reactivate the Facilities Committee.

STANDARD EIGHT DOCUMENTS:

8.1.1 College of Alameda/Air Facility Map
8.1.2 List of COA Projects from Physical Plant Office
8.1.3 College of Alameda Facilities Master Plan

8.2.1 Student Rights Vocational Education Team Report

8.3.1 PCCD Personal Safety Handbook
8.3.2 College of Alameda Waste Management Plan, 2001
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. Financial Planning

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

Description

The College of Alameda Planning Process document (9A.1.1) illustrates how financial and institutional planning dovetail, with internal input from managers, faculty, staff, and students through the governance structure and external input from the Peralta Board of Trustees and Federal/State Accreditation Regulations.

The Educational Master Plan links institutional planning to financial planning (9A.1.2). Faculty and staff participate in annual updates and revisions of the plan by providing relevant information to their managers. The plan is reviewed when requests for equipment or staffing are submitted to the Budget Committee, which in turn, submits expenditure recommendations to the College Council. If the President accepts the Council action, the managers implement the approved plans. Program review, which is District initiated and coordinated, occurs across disciplines (9A.1.3).

The goals of District management include fully integrating “the planning, assessment and budget process in order to be more effective and efficient and to make full use of institutional research and effectiveness indicators” and to “restructure the District’s budget and budget process to further improve financial efficiency to reflect the goals and priorities of the District and provide a rational basis for allocating the financial resources to the primary cost centers” (9A.1.4).

Self-Evaluation

In times of financial duress, the Educational Master Plan remains a vision without the means to make the plan a reality. Managers know that they will have to justify requests for funds at the Budget Committee. For example, with the establishment of 14 computer labs, the need for computer tech support became apparent. When an item such as this is identified, written into the Educational Master Plan, and funded, programmatic needs are adequately addressed.
While sufficient numbers of faculty and staff participate in the budget process, student participation is insufficient. In addition, the Planning Process document needs to be more widely disseminated on campus to reduce confusion about its content.

Program review is systematically and regularly occurring across disciplines. A stated goal of the Peralta Community College District (PCCD) 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.” A number of programs still have not been reviewed. Since the Planning Process document stipulates that reviews are essential for evaluation of program operation and requirements, a schedule is in place to ensure that complete and accurate reviews will be done expeditiously (9A.1.5).

Planning Agenda

- Plan forums designed to increase awareness among faculty, staff, and students of the College of Alameda Planning Process.

- Invite all faculty, staff, and students to participate in the revision of the Educational Master Plan.

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.

Description

The PCCD 2001–2002 Final Budget states “the goals of our budget planning system are to chart the future of the District by way of implementation of the Trustees mission and goals; and to allocate consistently and fairly resources to accomplish the mission and goals” (9A.1.4).

Estimating future revenues and expenses has been challenging for community colleges in general. The PCCD ended the 2000–2001 fiscal year for the unrestricted general fund with revenue sources over uses of $575,000. After the transfer of $878,000 to cover the restricted fund match for the DSPS program, the unrestricted General Fund ending balance decreased by $303,000. The restricted General Fund ended the year with revenue sources over uses of $386,000. Overall, the general fund in total had revenue sources over uses of approximately $83,000 (9A.1.4).

The District faces increasing costs and decreasing state revenues, except for a Cost of Living Adjustment (COLA). In addition, community colleges continue to receive less than the 11 percent statutorily set in Prop 98. If the District had received full Prop 98 funding, revenues would have increased by $6.3 million. Meanwhile, expected increases above
2000-01 costs include $1.69 million for fringe benefits and $1.1 million for utilities (9A.1.4).

The Peralta District's adopted budget for 2001-2002 was $60,715,620 from unrestricted general funds (9A.1.4). The proposed 2002-03 state budget includes a 2 percent increase for COLA. However, because of the state deficit, some funds could be taken back after the November elections.

College of Alameda's unrestricted general budget for 2001-2002 is $13,977,331; 88 percent of that amount is for staff salaries and fringe benefits. Discretionary funds ($658,698) are very limited and $440,922 of discretionary funds have been allocated for books and supplies (9A.2.1). In the past, salary savings have been retained at the college. Beginning in 2002-03, some salary savings were returned to the District to cover deficit areas.

Since 1995, Fall Term Enrollments at College of Alameda have increased over 11 percent, from 5,400 to over 6,000 in Fall 2000 (9A.2.2). District enrollment increased over 17 percent, from 22,554 to 26,398 over that same period. College of Alameda's full time equivalent student (FTES) figures have been more volatile, however.

- 3540.6 FTES as of 3/26/02
- 3370.2 FTES as of 8/29/01
- 3474.4 FTES as of 7/13/00
- 4216.7 FTES as of 7/10/99
- 3172.5 FTES as of 7/08/98

The highest FTES occurred in 1999, but dropped off in the following two years, possibly due to the closing of the Posey Tube at 9:00 p.m. and the high availability of jobs in the Bay Area. FTES has increased in 2002 and has surpassed the 1998 base number in every year (9A2.3).

Even though college enrollments have increased, long-range financial planning is still difficult given the uncertainties of the state budget. Passage of bond measures such as Measure B and F will provide necessary long-term capital improvement funds.

COA developed fee-based courses by contracting with independent teachers and some PCCD instructors to offer non-credit/non-degree courses, including aerobics exercise, dental, multi-media development, and truck driving school. COA has coordinated the offering of Education-to-Go Internet study courses for students interested in lifelong learning. Some customized contract education courses are developed in partnership with local organizations. These classes are targeted to the sponsoring companies. Revenues generated primarily support program and operational costs. Although grant revenues have declined slightly this year, continuing grants are VATEA, Microsoft/AACC, and Advanced Trans Tech. Contract Education revenue has decreased to minimal level during the last two years while fee-based has increased (9A.2.4).
Self-Evaluation

During California’s last recession, when property tax revenues were reduced, the state allocated funds for the year based on anticipated property tax revenue. When revenues failed to meet projections, the District had to return money to the state. In this environment, realistic financial planning cannot occur. Instead, crisis management is the mode.

Within that context, expectations are often modest. This affects staff willingness to participate in long-range planning (i.e. “What’s the point if there’s not enough money to make a difference?”). When funds did increase significantly for instructional equipment and library materials over the past few years, the college community saw value in planning. Those who had developed plans and justifications for specific equipment purchases were in a good position to submit proposals to the Budget Committee.

In 1998 the District hired consultants to conduct an “environmental scan” to identify educational areas of high demand. This information is helpful in determining what courses to offer to meet student demand. Based on community feedback, curriculum has been modified to offer more on-the-job training courses and self-instructional computer courses (9A.2.4).

The volatility in the state budget makes long-range financial planning difficult. Because of California’s $23 billion deficit projected for 2002–03, reduction will occur in the following areas statewide: Matriculation (-$12 million), CalWorks (-$29 million), Fund for Student Success (-$10 million), Faculty/Staff Development (-$4.2 million), Economic Development (-$9.8 million), and Energy Costs (-$49 million) (9A.2.5).

In Peralta these categorical funds have been used for critical college functions, including counseling and support services for students who have significant barriers, both educational and personal, to completing their academic and vocational goals. Funding cuts have had negative effects on services; for example, 11-month contracts, which covered counseling services both before and after the academic year, were not offered to counselors for 2002–03.

Replacement of retiring faculty is a concern. The District has created a process whereby the colleges justify each replacement by providing FTES data, documentation of future demand, labor market projections, and other relevant information (9A.2.6). Nevertheless, faculty retirements have exceeded faculty replacements. When the District offered a faculty retirement incentive in Spring 2002, the District agreed to replace by Fall 2003 the faculty who retired in 2002, although perhaps not in the specific academic areas that were vacated. The District has since stated it may not fill all of these positions because of the current financial situation. The college returned to the District funding for a certain number of faculty positions to address anticipated Fiscal year 2003 budget deficits. COA relinquished funding for nine faculty positions (9A.2.7). It is hoped that those funds will be returned to the college next year.

Loss of permanent faculty positions affects long-term planning because there is increased reliance on part-time faculty. Fewer permanent staff are available to participate in shared
governance activities in which planning occurs. Currently Peralta’s percentage of full-time equivalent faculty is 56 percent, significantly below the 75-25 percent goal of AB 1725, and below the state-wide average of 63.1 percent (9A.2.8).

Long-term planning is also negatively affected when the District embarks on ventures without prior discussion with the COA Academic Senate or other shared governance entities. Effective planning involves putting ideas on the table, with the stakeholders at the table, and discussing proposals so that the most reasonable and prudent plans emerge. That process has not been implemented reliably in the past three years. Reestablishment of a District Budget Committee would be one way to improve long-term planning.

Planning Agenda

- Plan forums inviting District personnel to inform COA faculty, staff, and students on District annual and long-range financial planning.

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

Description

The PCCD Facilities Master Plan (9A.3.1) is current and the COA Educational Master Plan was updated in Fall 2001 (9A.1.2). Planning and implementation of Measure E capital projects will be based on these plans.

Measure E, a $153 million bond passed in 2000, allows projects left over from Measure B to be rolled over to Measure E funds. Planning and implementation are still in process (9A.1.3).

Measure E funds are used primarily for building modification and infrastructure upgrades. The District has initiated some projects, such as facility improvements to provide access for students with disabilities. Other projects, such as new biology labs, a bio greenhouse, computer labs, and Building A modifications, have been generated by College of Alameda faculty, staff and administration (9A.2.4).

Self-Evaluation

The District has indicated that community Measure E Advisory Committees will be established. This differs from the process used with Measure B planning where committees were set up on each campus to receive proposals, rank them, and recommend them to the District for funding. The proposed process for Measure E precludes participation of faculty and staff in the planning process.

The 2002-03 Faculty, Staff, and Administration Self-Study Survey indicates some need for improvement in the purchase of supplies and equipment. Over half of the respondents were
dissatisfied with the timeliness of the process. More than a third of the administrators, faculty, and staff surveyed believe the process is not accurate. In addition, 60 percent of administrators, 52 percent of the faculty, and 38 percent of the staff believe the process is too complex. In short, a high percentage of respondents indicated that the process was not effective. Planning capital equipment purchases is compromised if the ordering process is defective (9A.3.2).

**Planning Agenda**

- Review and update Measure E proposals for future submission to the District.
- Improve the process of ordering equipment and supplies.

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

**Description**

As stated in section 9A.1, the College of Alameda Planning Process is clearly spelled out in the Planning Process document. Programmatic needs are discussed at the cost center level, described in the Educational Master Plan, and brought to the Budget Committee when funds are available. The Budget Committee then makes recommendations to the College Council and college president. Managers meet bi-weekly to follow-up on these recommendations and others made at college-wide events to ensure that long-range planning and implementation are ongoing processes.

The guidelines for the College of Alameda Budget Committee, as approved by the College Council are as follows: "Within the context of the college mission, institutional plan, accreditation, and program reviews, the college budget committee assists the college in setting budget priorities and makes recommendations to the College Council on: 1) the college budget; 2) expenditures from college bookstore commission funds; 3) special instructional funds; 4) program improvement funds; 5) budget augmentations; and 6) budget process, and the filling of all regular faculty and staff positions from the general fund" (9A.4.1).

The Budget Committee sends memos to the college community when major financial decisions, such as proposals to buy instructional equipment, will be made. Faculty and staff are urged to make requests through their managers. All budget requests must be connected to the Educational Master Plan. Program Review, program growth, PFE and District goals are also taken into consideration (9A.4.2).

**Self-Evaluation**

The institutional guidelines and processes for financial planning and budget development are clearly defined. No single person or group prioritizes every item in the plan since there
are numerous cost center managers. Managers, however, know that they will have to justify requests for funds at the Budget Committee.

The College of Alameda Budget Committee's focus over the past few years has been on approving equipment money and prioritizing staffing positions. The extent of college-wide agreement about the scope of the committee's mission is unclear. This issue needs to be discussed and resolved by the College Council for the committee to function fully in a shared governance capacity.

**Planning Agenda**

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

- Distribute Budget Committee meeting minutes to faculty and staff.

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

**Description**

Faculty, staff, and students have the opportunity to participate in development of the Educational Master Plan through input to cost center managers. The Budget Committee includes representative faculty, staff, administrators, and students. The Academic Senate chooses faculty representatives, one from each instructional division. When instructional funds are available, faculty and staff are asked to submit specific requests to their cost center managers and to reference the Educational Master Plan in their proposals.

Because of the availability of instructional equipment and library materials funds in 2001-2002, the Budget Committee chairs sent a memo to all faculty and staff asking for input (9A.4.2). Recommendations were discussed at a college-wide meeting before they were submitted to the College Council.

**Self-Evaluation**

At the District level, there is currently little opportunity to participate in development of the over-all budget, particularly since the District Budget Advisory Committee has not met in over three years. The District provides a base budget to each college and District operating unit. The District Budget Committee may be reconstituted in the Chancellor's Policy Advisory Committee (CPAC).

A 1998 survey indicated a lack of participation in discussions about the allocation of funds on a district-wide basis. The 2002-03 Faculty, Staff, and Administration Self-Study Survey reveals the problem is getting worse. Eighty-three percent of administrators, 57 percent of
faculty, and 46 percent of staff strongly disagreed or disagreed that “there is substantive faculty and staff participation in the allocation of financial resources on a district-wide basis.” The survey shows far more positive results regarding faculty and staff participation on a college-wide and division or discipline basis, however. An on-going educational process, discussions about allocation of funds would be enhanced by broad participation at the District level (9A.5.1).

Planning Agenda

- Recommend that district-wide budget discussions concerning allocation of funds to the colleges take place.

- Evaluate the pros and cons of reconstituting the District Budget Committee into CPAC, at college-wide forums.

9B. FINANCIAL MANAGEMENT

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

Description

The financial management system provides dependable, timely information for financial decision-making with appropriate controls. Financial reports are audited both internally and externally. On-line inquiry and transaction systems are available at all college levels for budget development (9B.1.1).

The Business and Administrative Services Manager is responsible for the college’s fiscal services and management and reports directly to the college president. Financial administration is conducted through eight cost center managers who reconcile budgets at least monthly through a confirmed reporting process. The college observes budgeting and accounting procedures that adhere to District procedures and comply with the California Community Colleges’ Accounting Manual, 2001 version (9B.1.2).

District financial reports, reflecting college financial activity, are provided to the Board of Trustees, and to faculty, classified, and student representatives at every Board meeting. Detailed financial reports are produced through the District’s extensive mainframe financial records system. The printed reports are intended to augment the District’s online computer financial reporting system, which reflects the financial status of the college at the time of inquiry down to specific budget line numbers. These reports are used by the Business and Administrative Services Manager to project the financial position of the college.

Self-Evaluation

The college adheres to the District's accounting procedures, which, in turn, comply with
the California Community Colleges' Accounting Manual. Procedures for budgeting, control, proper record keeping, reporting, and internal control are sound. The external auditor's report indicates no significant audit qualifications with the exception that "the financial statements do not include the general fixed assets group of accounts required by accounting principles generally accepted in the United States of America" (9B.1.3).

The online data inquiry and transaction systems have greatly improved speed, accuracy, and internal control. Training of college personnel appears timely and appropriate. However, the significant turnover of District office computer services personnel poses a potential problem.

There is a need to improve the process for staff clearance requests for access to specific mainframe system screens. In some cases, lack of access to specific screens decreases workflow efficiency.

Two other problems faced the college with regard to financial management. First, replacement of the retired Business and Administrative Services Manager, who held the position for many years, and second, improvement of communication between the District office financial staff and the college to ensure prompt and effective decision-making.

**Planning Agenda**

- Review and upgrade the financial management system by continuous training of personnel and by extending access to all personnel with appropriate security clearance.

- Utilize monthly meetings between District financial managers and COA's Business and Administrative Services Manager to provide dependable and timely information for sound financial decision-making.

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

**Description**

The final budget describes the Peralta District's planned and actual revenues and expenditures (9A.1.4). An independent external audit states that as of June 30, 2001, the District's financial statements present fairly, with one exception mentioned in section 9B.1, the financial position of the Peralta Community College District. In addition, the auditor noted certain "reportable conditions" involving differences in the design and operation of the internal control over financial reporting. These conditions involve the accounting for credit cards issued to employees and the need for greater segregation of duties in the College of Alameda Business and Administrative Services Office (9B.1.3).
Self-Evaluation
When problems are identified in the audit, District and college management take appropriate action to correct the problems.

Planning Agenda
None.

9B.3 The institution practices effective oversight of finances, including management of financial aid, externally-funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments.

Description
The District's Financial Services and Educational Services units reviews all sources and uses of funds, as set forth in 9B.3 above (9B.3.1).

Self-Evaluation
Both the college and the District practice effective oversight of finances. With one minor exception, the auditor's report on compliance requirements applicable to major programs is unqualified (9B.1.3). The college will continue its current oversight procedures.

Planning Agenda
None.

9B.4 Auxiliary activities and fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.

Description
Auxiliary activities and fund raising are at minimal levels at the College of Alameda. Facilities are typically rented out at or slightly below cost to various groups as a community service. Two rental schedules are used, one for commercial and one for non-profit facilities use.

Self-Evaluation
The hosting of local and regional volleyball tournaments sponsored by Northern California Volleyball Officials Association throughout 2001 provided monies for the Athletic Trust Fund
to assist in incidental expenditures not allowed in the athletics program budget. The college will continue to rent its facilities in an effort to assist in facility or program maintenance.

Planning Agenda
- Create a College Fundraising Committee to act as liaison to the PCCD Foundation.

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

Description
All grant applications are reviewed by the District Office of Research and Institutional Development, Budget Office, Risk Management, and Human Resources for compliance with the District’s mission, goals, and guidelines (9B.5.1).

The contract between the District and Follett Bookstore is one material contractual agreement that affects the college (9B.5.2).

Self-Evaluation
The college receives a portion of the proceeds from the sale of textbooks. This bookstore commission is earmarked for expenditures on behalf of students.

The faculty has expressed concern about the rising cost of textbooks. However, a survey conducted by the District indicates that textbook prices are no higher at Peralta than at other community college bookstores. The faculty has also expressed concern about insufficient coordination and communication between the Follett Bookstore management and the faculty.

Planning Agenda
- Reactivate the Bookstore Committee to review the bookstore’s policies and procedures and improve communications and coordination between the faculty and the bookstore management.

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

Description
The District contracts with an independent external audit firm that reviews all annual financial reports and other designated areas to assure that the reports are materially accu-
rate. In addition, the District’s Internal Auditor reviews business activities at the colleges and in the District throughout the year (9B.5.1).

Financial management is an ongoing process. Cost center managers solicit data about the needs of their groups, link such needs to the Educational Master Plan, and submit their requests as described earlier. Evaluation occurs regularly. Revisions and budget transfers are common; online computer programs have streamlined the process as previously indicated.

Self-Evaluation

There has been an on-going effort, spearheaded by the Business and Administrative Services Manager, to improve computerized systems to benefit financial management and business operation capabilities. It is anticipated that this effort will be extended when a new Business and Administrative Services Manager is selected. Training of personnel continues on a regular basis.

Planning Agenda

- Simplify, clarify, and improve financial processes, reporting and evaluation for the college and the District.

9C  FINANCIAL STABILITY

9C.1  Future obligations are clearly identified and plans exist for payment.

Description

Plans for payment of long-term liabilities are incorporated into the budget process at the District level. Long-term liabilities consist primarily of general obligation bonds and future retiree benefits (9B.1.3). General obligation bonds are paid with taxes assessed on personal and real property located within the Peralta District. Retiree benefits are paid from unrestricted general funds.

Self-Evaluation

In June 1999, the Governmental Accounting Standards Board (GASB) issued a statement revising the accounting and reporting requirements for all governmental agencies. The GASB No. 34 requires that governmental agencies adopt a full accrual accounting system, including the accounting and reporting of all liabilities and long-term obligations (9C.1.1). The Peralta District has clearly identified certain future obligations with appropriate plans for payment of those obligations. However, the District has not obtained an actuarial analysis of the future liability costs related to the obligation to retirees (9B.1.3).
Management has indicated that the District plans to obtain an actuarial valuation of the vested benefits in compliance with the GASB 34 in Fall 2002.

**Planning Agenda**

- Urge the District to obtain an actuarial valuation of the costs to fund the future liability for retiree health care benefits and implement a plan to begin funding this liability.

**9C.2 The institution has policies for appropriate risk management**

**Description**

The District participates in the workers'/workmen's compensation insurance programs organized by the Alameda County School Insurance Group (ACSIG) (9C.2.1). All faculty and staff who experience a job-related injury or illness may apply for worker's compensation benefits.

In addition, selected allied health students, such as those in the Dental Assisting program, who meet program or course requirements are covered for accidental injury at their clinical sites through Worker's Compensation.

The District also participates in the School Excess Liability Fund (SELF), which provides excess insurance of $14 million for general liability to California member schools (9C.2.2). The School Excess Liability Fund also covers medical expenses incurred on authorized student field trips (9C.2.3).

The District purchases insurance to cover general liability and automobile and property losses incurred by employees on official business and is directly liable for losses as spelled out in the policy (9B.1.3).

Intercollegiate athletes are covered by additional policies specific to their needs (9C.2.4).

**Self-Evaluation**

In the opinion of the PCCD Risk Management Officer, the Peralta District has appropriate coverage for risk management through worker's compensation, general liability, automobile insurance and property loss, and student athlete medical insurance policies it maintains.

**Planning Agenda**

- None.
9C.3 Cash flow arrangements or reserves are sufficient to maintain stability.

Description
The policy of the State Chancellor's Office requires community college districts to maintain a 3 percent reserve. PCCD Board of Trustees policy requires 5 percent. The ending reserve as of June 30, 2001 was 8.53 percent. (98.5.1)

Self-Evaluation
As of June 30, 2001 approximately $1.6 million (1.7 percent) of the ending fund reserve was not available for appropriation or use for temporary short-term cash flow purposes: $2.2 million (2.3 percent) is legally restricted for a specific future use or designation for financial resource utilization in a future period. Undesignated reserves of approximately 5 percent or $4.9 million may be used for current or future cash flow purposes.

Planning Agenda
- Urge the District to develop plans to increase and maintain its cash reserves another 2 to 3 percent in order to ensure its financial stability.

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

Description
The District has a Special Reserve fund, apart from the General Fund, that can be used to cover financial emergencies or unforeseen occurrences. The funds currently have $2.5 million available (98.5.1).

Self-Evaluation
Despite stability in cash reserves, and improved cash flow, the District remains vulnerable to decreases in enrollment and decreases in State funding.

Planning Agenda
- Urge the District to maintain an unrestricted contingency reserve to meet future financial emergencies.
- Develop shared governance plans with the District for resolving financial emergencies.
STANDARD NINE DOCUMENTS

9A.1.1  College of Alameda Planning Process 1997–2002
9A.1.2  College of Alameda Educational Master Plan 2002–2017
9A.1.3  College of Alameda Focused Midterm Report, December 1, 2001
9A.1.4  PCCD Final Budget 2001–2002
9A.1.5  Program Review Schedule

9A.2.1  PCCD Final Budget 2001–2002, Section III
9A.2.2  Peralta Facts 2000, p. E-3
9A.2.3  Mainframe screen: /PED
9A.2.4  Interview with Interim COA President, March 27, 2002
9A.2.5  Email from Faculty Association for California Community Colleges
         (FACCC), September 2, 2002
9A.2.6  Memo from Chancellor, Faculty Hiring Criteria, October 13, 1999
9A.2.7  Memo concerning COA’s relinquishing funding for nine faculty positions
9A.2.8  Full-Time Faculty Obligation Fall 2001---Report from
         State Chancellor’s Office

9A.3.1  PCCD Facilities Master Plan, 2001
9A.3.2  2002–03 COA Faculty, Staff, and Administration Self-Study Survey,
         questions 14, 15, & 16

9A.4.1  COA Budget Committee Minutes
9A.4.2  COA Budget Committee Memos

9A.5.1  COA 2002–03 Faculty, Staff, and Administration Self-Study Survey,
         questions 17, 18, & 19

9B.1.1  E-mail from COA Business and Administrative Services Manager
9B.1.2  CCC Accounting Manual (2001 edition)
9B.1.3  Independent Auditors’ Report, June 30, 2001

9B.3.1  Memo from PCCD Assistant Vice Chancellor, Finance

9B.5.1  PCCD Delineation of District Office and College Functions Related to
         Accreditation
9B.5.2  Peralta CCD Board Policy 6.20, Bookstore Commissions
9C.1.1 GASB No. 34 "Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments"

9C.2.1 Employee's Claim for Workmen's Compensation Benefits
9C.2.2 SELF Document
9C.2.3 Field Trip Authorization Form
9C.2.4 Athlete's Insurance Policies
STANDARD TEN
GOVERNANCE AND ADMINISTRATION

A. GOVERNING BOARD

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

Description

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

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

Self-Evaluation

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

Planning Agenda

None.
10A.2 The Governing Board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the Board-approved institutional mission statement and policies.

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

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

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

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

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

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

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

Planning Agenda

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

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

Description

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

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

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

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

The Governing Board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The Governing Board regularly evaluates its policies and practices and revises them as necessary.

Planning Agenda

None.

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

Description

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

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

Self-Evaluation

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

The lack of outside input into the evaluation process for the Chancellor has become a concern. The tenure of the current Chancellor has been marked by some dissatisfaction of his performance by some college constituencies. In Fall 2001, the District Academic Senate conducted an unofficial district-wide faculty evaluation of the Chancellor's job performance. Most of the topics of the evaluation were taken from the eighteen goals of the District and the scoring was conducted on a 5-point scale that went from "strongly agree" to "strongly disagree", with "no opinion" as an option. The results revealed a significant lack
of confidence in the Chancellor's job performance among District faculty (10A.4.4). Although the faculty evaluation had no legal impact on the Board's evaluation of the Chancellor, it highlighted the dissatisfaction of some District faculty with the evaluation process. Currently, there is no avenue for District constituencies to participate in the evaluation of the Chancellor's performance.

Planning Agenda

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

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

Description

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

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

Self-Evaluation

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

Although Board evaluation workshops are open to the public, the results of the Board's yearly self-evaluation are not widely distributed.
Planning Agenda
- Ask the Governing Board to distribute their self-performance evaluation process results annually.

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

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

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

Planning Agenda
- None.

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

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

Self-Evaluation
The Board has been apprised of the accreditation processes for College of Alameda. In Fall 2001, the Board reviewed and approved the Focused Midterm Report (10A.7.1). The Board is involved in the simultaneous Self-Study process occurring in Peralta. The college’s area Trustee participated in Professional Day Programs in Fall 2001 when the Self-Study was
initiated and in Fall 2002 when progress reports were given. In addition, one Peralta Trustee has served on Accreditation Evaluation Teams.

**Planning Agenda**

None.

**10B INSTITUTIONAL ADMINISTRATION AND GOVERNANCE**

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

**Description**

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

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

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

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

**Self-Evaluation**

The 1999 Self-Study recommended that the President initiate efforts to streamline the planning process. To that end, the interim President for 2001–02 initiated a process of "bottom-up" planning by requesting that all recommendations made by standing committees be discussed first at the unit/department/division levels. The new President's vision
promotes community service and diversity and will be integrated into the college's goal-setting and planning processes.

Planning Agenda

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

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

Description

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

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

Self-Evaluation

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

Planning Agenda

None.

10B.3 The institution is administratively organized and staffed to reflect the institution's purposes, size and complexity. The administration provides effective and efficient leadership and management, which make possible an effective teaching and learning environment.
Description
College of Alameda administration is divided into three levels. The President supervises the Vice President of Instruction, the Vice President of Students Services, and the Business and Administrative Services Manager (10B.3.1). The Vice President of Instruction supervises three Division Deans, and the Vice President of Student Services supervises the Dean of Student Support Services and various Directors.

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

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

Planning Agenda
None.

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

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

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

Planning Agenda

- Establish appropriate training for interim and permanent managers.

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

Description

The passage of AB 1725 and the focus on shared governance has somewhat blurred the role of administrators in institutional governance. Although the Governing Board does not have a specific policy on manager roles in shared governance, the role is defined in the organizational charts and job descriptions contained in the Board Policy Manual. Managers are represented on all major governance committees with the exception of the Classified Council and Academic Senate. The college administration is committed to an active and participating role in college governance. This commitment is reflected in the accepted principle that managers will be held accountable for areas of responsibility.

Self-Evaluation

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

Planning Agenda

None.

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

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

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

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

Self-Evaluation

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

Planning Agenda

None.

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

Description

The Academic Senate is composed of 15 members, including: three regular/contract representatives from each of the three instructional divisions; three representatives from the areas of counseling, library staff, and college nurse; and three representatives from part-time faculty. The Senate makes recommendations to the college and District administration on all educational and professional matters (10B.7.1). The college supports the Academic
Senate by providing a Senate office and 0.5 FTE reassigned time for the Senate President to conduct business and to represent the faculty.

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

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

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

**Self-Evaluation**

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

**Planning Agenda**

None.

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

**Description**

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

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

Planning Agenda

None.

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

Description

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

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

Self-Evaluation

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

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

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

**Planning Agenda**

- Work with college management to develop a process to provide release time for classified staff to attend shared governance meetings.

- Create a COA Classified Handbook with planned annual updates and ensure broad distribution.

- Recommend to the District, the timely completion of the District Classified Handbook and ensure broad distribution.

- Suggest to the District Classified Senate and the District that a "Memorandum of Understanding" be created to clarify the roles of union and Senate in appointing representatives to shared governance committees.

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

**Description**

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

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

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

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

Planning Agenda

None.

10C MULTI-COLLEGE DISTRICTS AND/OR SYSTEMS

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

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

Description

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

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

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

Self-Evaluation

The Chancellor’s leadership has provided a strong District presence in our service area as evidenced by increased student enrollments. However, the college community and the general public have raised questions regarding the Chancellor’s management of fiscal resources. Budget constraints have challenged on-going operations of the college.
budget allocations have remained static, while student enrollments, FTES, and student support service needs have increased. It is anticipated that as the COA administrative leadership stabilizes, college priorities, resource needs, and concerns will be more clearly articulated to the Chancellor.

Planning Agenda
None.

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

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

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

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

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

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

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

Planning Agenda

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

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

Description

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

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

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

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

Planning Agenda

None.

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

Description

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

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

Self-Evaluation

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

A look at the areas of budgeting, facilities, purchasing, and human resources indicate a gap in available processes for review and improvement. A Budget Advisory Committee which existed two years ago was folded into CPAC by the Chancellor without notification to the committee members. This is a concern of the District Academic Senate, since state law
requires the DAS to be involved in the creation of all budget policies. Regarding facilities, there is a great difficulty in communicating about on-going or proposed projects.

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

**Planning Agenda**

None.

### STANDARD TEN DOCUMENTS

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<td>10A.2.1</td>
<td>2002-03 Budget Reduction Memorandum</td>
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<td>PCCD Budget Reductions Information Sheet, June 3, 2002</td>
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<td>College of Alameda Focused Midterm Report, December 2001</td>
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<td>Enrollment Management Plan, June 1998, Fall 2001</td>
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10B.5.1 College Standing Committees, 2001–2002

10B.6.1 PCCD Program Review Schedule

10B.7.1 Academic Senate Minutes
10B.7.2 Academic Senate Ethics Committee Charge

10B.9.1 “The Roles of the Peralta Classified Senate and SEIU Local 790 and AFL-CIO Local 39” and Classified Council Minutes

10B.10.1 ASCOA By-Laws
10B.10.2 ASCOA Committee Participation List

10C.3.1 PCCD Delineation of District Office and College Functions Related to Accreditation Matrix

10C.4.1 2002–03 Faculty, Staff, and Administration Self-Study Survey
PLANNING SUMMARY

Planning agendas to be accomplished over the next six years of the accreditation cycle follow each of the standards of this Self-Study. As a result of the institutional Self-Study process and analysis of the planning agendas, four broad-based themes emerged. Those themes included a focus on and need for: 1) Integrated Planning; 2) Improved Delivery of College Services; 3) Enhanced Communications and Communication System; and, 4) Resource Development.

The Accreditation Self-Study Steering Committee will assume the initial task of assigning responsibility and developing a timeframe for accomplishing each of the standard planning agendas. Those recommendations will be forwarded to the College Council for consideration and approval. College Council recommendations will then be forwarded to the President for final approval and distribution to appropriate college staff, departments, and/or shared governance committees.

The four major themes that emerged from the Self-Study are highlighted below. The planning agendas for each of the standards within the Self-Study follow.

Theme One: Integrated Planning

College of Alameda's committee structures for shared governance and the current Planning Process serve as the cornerstone for college-wide planning. All constituent groups—faculty, staff, administration, students and the community—play a role in these processes. The college is becoming more effective in utilizing the Educational Master Plan, Facilities Plan, program review, research data from the college researcher and the District Office of Research and Institutional Development, committee recommendations, and other information, as it becomes available, in its decision-making processes. Nevertheless, the college needs to build upon these structures, integrate segmented committee priorities and recommendations, then formulate plans into one comprehensive institutional strategic planning, resource allocation, and evaluation model.

Theme Two: Improved Delivery of College Services

Planning agendas across several of the standards point to the on-going need for the college to assess and improve services to students, among staff; between the college and the District; and to the community. Plans to improve services and outreach include upgrades and renovations to college facilities as well as changes in program scheduling. Other planning agendas include presentation of campus colloquia, programs, and activities fostering a campus climate focusing on community, service, and diversity. The completion of Building A, the new Student Services Center, designed to promote the concept of centralized "One-Stop" student services, and renovation of the athletic fields are major initiatives. The college needs to assess program and department service hours across-the-college; implement recommended two-year scheduling patterns for associate degree programs;
adopt a new course schedule grid; increase curriculum development; and, explore various ways of reinvigorating campus life.

**Theme Three: Enhanced Communications and Communication Systems**

Dissemination of accurate, current, up-to-date information and communication in general were common concerns in the standards of the Self-Study. The need for improved communications was evidenced in recommendations that will guide the college in creating a more accurate college catalog and clear guidelines to ensure the highest quality college publications, print, media, marketing, and web-based materials. Plans also illustrate ways for improving communications to students; between instructional and non-instructional faculty; among staff, management and shared governance committees; and between departments, the college and District Office. Current technology infrastructure within the college and District constrains optimum communication support systems for faculty, staff, students, and the community. The college is moving towards a higher level of technology, MIS systems, and utilization of communication tools. In the meantime, several plans point to ways of improving the dissemination of information. Others focus on providing training and developing programs to increase awareness of college and District processes, procedures and goals among faculty, staff, and students.

**Theme Four: Resource Development**

Fiscal, human, and capital resource development planning agendas are at the core of COA’s plans for development of an institutional strategic resource planning, allocation, and evaluation model. The college will host various forums to increase awareness of the college and District planning and budget development processes. Plans to demonstrate the need for increased base allocations and the development of external resources are key to sustaining future college priorities. The college will evaluate ways to establish long-term priorities for the replacement of faculty and to meet college-wide staffing needs. Standard committee plans reflect the need to monitor facilities and capital improvement projects and to review overall efforts in the care and maintenance of college facilities.
COLLEGE OF ALAMEDA PLANNING AGENDA

Standard One: Institutional Mission

None

Standard Two: Institutional Integrity

- Modify the language of the catalog to increase readability and comprehension; add multiple language entries for selected information and a statement regarding availability of all information in alternate formats.

- Place responsibility for checking accuracy of academic requirements and Student Services information for all college publications with selected individuals or a permanent College Catalog Committee, which would meet twice a semester and be convened by the Vice President of Instruction.

- Communicate accurate, updated information, such as program or course deletions and additions, and policy changes, through: 1) a catalog addendum mid-cycle; 2) updates and changes online through the district website; 3) a college process for faculty and staff to add to or correct the website.

- Recommend complete responsibility for the production of the catalog, schedules, and other publications return to the college.

- Require the Academic Senate to update the Faculty Handbook annually.

- Recommend adding the following advisory to all registration forms, with space for student to initial:

  *I acknowledge that I have been notified that the COA catalog informs me of all my rights and responsibilities as a student and is available in the library, faculty offices, and for sale in the bookstore.*

- Include PET Article 19 (Faculty Grievance Policy) to address perceived academic freedom violations and the CA Academic Senate’s 1994 position paper, “Faculty Ethics: Expanding the AALIP Ethics Statement” to Code of Ethics in the Faculty Handbook.

- Utilize baseline indicators to monitor the student athlete’s academic progress.

- Conduct sports clinics and presentations at the college and throughout the community to build alliances with local businesses.
• Disseminate the minutes of the College Council, Academic and Classified Senates college-wide.

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

• Identify a local marketing process for COA within the centralized marketing functions.

Standard Three: Institutional Effectiveness

• Increase the dissemination and usage of research data provided by the Office of Research and Institutional Development and college researcher to link college plans to assessment of institutional effectiveness.

• Expand the college’s resources for the Office of Research and Planning.

• Refine the process by which the results of program review are incorporated into college-wide planning.

• The college will unify segmented evaluation and planning efforts to improve programs and services.

• Increase community outreach by publicizing reports, planning efforts, and accomplishments more effectively.

• Promote the use and application of relevant data to assess and evaluate institutional effectiveness.

• Improve the review and evaluation of institutional research efforts in all areas of planning to ascertain efficacy in assessing institutional effectiveness.

Standard Four: Educational Programs

• Increase the integration of program review findings into curriculum and instruction planning, matriculation, staffing, determining resource priorities, and staff development plans.

• Utilize program review recommendations, where applicable, to increase community outreach, articulation, workforce and economic development, basic skills, English-As-An-Second Language, and lifelong learners programs.

• The Office of Instruction, Curriculum Committee, Student Services Division, and Academic Senate will work in establishing recommended two-year scheduling patterns for all associate degree programs.
• The Office of Instruction in consultation with Student Services and the Academic Senate will recommend the adoption of a new course schedule grid.

• The 2002–03 Catalog Committee will update and reformat the college catalog to improve accuracy and to reflect recommended two-year scheduling patterns for all program majors.

• Review and communicate college-wide internal procedures for course and program elimination.

• Utilize the Students Plus Enrollment Management Task Force as a collaborative planning group to facilitate communications between faculty and counselors.

• Develop a comprehensive plan introducing teaching strategies to reinforce the interdisciplinary core (e.g. service learning, learning communities, multiculturalism, etc.).

• Investigate the feasibility of the college researcher establishing a systematic COA student placement tracking system.

• The Curriculum Committee will work with the 2002–03 Catalog Committee to correct errors and inconsistencies in the current catalog.

• Increase curriculum development to strengthen course offerings leading to degrees/certificates and revise AA and AS majors, as needed, for congruence with UC and CSU major lower division requirements.

• Research other community colleges to develop potential ways of addressing faculty inertia.

• Pursue external funding to reinforce faculty creativity in the development of new curriculum.

• Evaluate the impact of new English/Reading/Writing cut-off scores and adjust schedule of classes, as needed.

• Distribute the PCCD Manual for Writing Course Outlines to all faculty and conduct curriculum development training at the division and college-wide levels.

• Send a minimum of one four-member team composed of faculty, staff, and administrators to the Statewide Academic Senate Curriculum Institute each year for the next five years.

• Assess progress of Teaching and Learning Center and attainment of instructional trainer goals and increase faculty interest in using electronic delivery systems for instructional purposes.
Standard Five: Student Support and Development

- Implement the Students Plus Enrollment Management Task Force Plan with a goal of developing and implementing recruitment and enrollment related goals and strategies.

- Communicate the college's programs and services with accuracy, consistency and continuity in the catalog, website, and other marketing tools.

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

- The college staff will work with District staff in the completion of the design and renovation of the Building A Student Services Center and relocation of the Alameda One Stop Career Center.

- Work with the District to adopt procedures for providing academic accommodations and access to instruction and services in accordance with the Americans with Disabilities Act.

- Implement college staff development opportunities (e.g., workshops, Professional Day activities, open mike forum, retreats, special presentations, etc.) that sensitize faculty and staff to issues of diversity.

- Train faculty in the integration of diversity issues within the instructional program.

- Work with ASCOA to involve more students in shared governance.

- Evaluate the adequacy of records storage/security in Student Services.

- Work with COA Research Committee to develop timely surveys and other information gathering efforts to help provide ongoing evaluations of Student Services Programs and Services.

Standard Six: Information and Learning Resources

- Increase base funding for library needs.

- Communicate the need for library web assistance and maintenance to the Vice Chancellor for Information Technology.

- Work with administration and Budget Committee to increase base funds for Audio Visual Services.

- Increase access to resources and consolidate instructional labs, including library lab.
• Increase base funding for instructional labs.

• Provide coordination, standardization when planning upgrades of equipment and software used in the labs, library, and campus.

• Develop a general maintenance plan for library and Audio Visual computer equipment and determine the most effective way to acquire consistent technical support.

• Seek funding for group training of hourly librarians.

• Seek funding for Instructional Librarian and Library Technical Assistant.

• Work with administration and budget committee to fill the evening Audio Visual services half-time position.

• Work with administration and budget committee to increase computing support staff.

• Work with administration, campus Budget Committee, and District information technology staff to increase awareness of funding, staffing, and maintenance needs for Library, Audio Visual services, and computer resources.

• Meet with the President, Campus Safety Committee, Facilities Committee, and campus security to reassess security and safety of the L building (for student users, staff, equipment, and collections) during open and closed hours.

• Work with administration to increase student access to instructional labs.

• Consider conducting an internal assessment of library and audio visual services.

Standard Seven: Faculty and Staff

• Institute new COA employee orientations as soon as possible.

• Institute on-going training for all COA employees. Areas of training may include mainframe usage, budget management, employment procedures, employee evaluations, bargaining unit contracts, general personnel management, purchasing procedures, and shared governance structures.

• Recommend that the District update the Board Manual in a timely fashion, including the online version and all Board policy implementation procedures, and broadly publicize its COA distribution list.

• Recommend to the District that all Personnel Manuals or management employee resources be regularly reviewed and updated to ensure compliance with all bargaining unit contracts.
- Recommend that the District create or appoint a full-time or part-time Campus Human Resources Specialist for College of Alameda.

- Recommend that the District improve the system of tracking employees' evaluations so that the status of all categories are easily reviewed.

- Assess the need to create an evaluation process for part-time classified and student employees.

- Initiate additional training for managers on techniques that utilize the evaluation process to fairly assess effectiveness and encourage improvement.

- Plan targeted standardized systematic training for new employees that gives them the tools to perform their jobs effectively.

- Recommend the inclusion of the appropriate job description with each employee's evaluation form.

- Devise a plan to increase the level of participation of part-time instructors and hourly classified staff in campus life, including staff development activities.

- Communicate the availability of and process for getting access to the campus mail systems (i.e., mainframe, e-mail, voice mail, mailboxes) to hourly faculty and classified staff.

- Recommend to the Staff Development Committee that future staff development activities include programs on curriculum development and "best practices" teaching methods.

- Develop a system for publishing written evaluations of conference attendance as a way to facilitate sharing of information with colleagues.

- Consider establishing mid-semester "all college days" to involve more faculty and staff in staff development activities.

- Recommend that the District and Peralta Federation of Teachers (PFT) create and implement procedures for hiring adjunct faculty that include methods to increase the diversity of part-time instructors.

- Request that the District Office of Human Resources implement rotational training on the requirements of the Education Code, Title 5 regulation, state and federal non-discrimination laws, and District policies and procedures as a part of all hiring committee training.

- Request that the District Human Resources Office initiate training in personnel matters and procedures at all levels.
Standard Eight: Physical Resources

- Diligently monitor the District Physical Plant and Information Technology projects for College of Alameda.

- Work with Business and Administrative Services Manager to maximize custodial service hours to include regular custodial service to classrooms and overall cleanliness of college facilities.

- Request additional elevator signage to gain compliance with the Civil Rights on-site review recommendations.

- Establish a plan for the systematic replacement and maintenance of equipment.

- Reactivate the Facilities Committee.

Standard Nine: Financial Resources

- Plan forums designed to increase awareness among faculty, staff, and students of the College of Alameda Planning Process.

- Invite all faculty, staff, and students to participate in the revision of the Educational Master Plan.

- Plan forums inviting District personnel to inform COA faculty, staff, and students on District annual and long-range financial planning.

- Review and update Measure E proposals for future submission to the District.

- Improve the process of ordering equipment and supplies.

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

- Distribute Budget Committee meeting minutes to faculty and staff.

- Recommend that district-wide budget discussions concerning allocation of funds to the colleges take place.

- Evaluate the pros and cons of reconstituting the District Budget Committee into CPAC, at college-wide forums.

- Review and upgrade the financial management system by continuous training of personnel and by extending access to all personnel with appropriate security clearance.
• Utilize monthly meetings between District financial managers and COA’s Business and Administrative Services Manager to provide dependable and timely information for sound financial decision-making.

• Create a College Fundraising Committee to act as liaison to the PCCD Foundation.

• Reactivate the Bookstore Committee to review the bookstore’s policies and procedures and improve communications and coordination between the faculty and the bookstore management.

• Simplify, clarify, and improve financial processes, reporting and evaluation for the college and the District.

• Urge the District to obtain an actuarial valuation of the costs to fund the future liability for retiree health care benefits and implement a plan to begin funding this liability.

• Urge the District to develop plans to increase and maintain its cash reserves another 2 to 3 percent in order to ensure its financial stability.

• Urge the District to maintain an unrestricted contingency reserve to meet future financial emergencies.

• Develop shared governance plans with the District for resolving financial emergencies.

**Standard Ten: Governance and Administration**

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

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

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

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

• Establish appropriate training for interim and permanent managers.

• Work with college management to develop a process to provide release time for classified staff to attend shared governance meetings.
• Create a COA Classified Handbook with planned annual updates and ensure broad distribution.

• Recommend to the District, the timely completion of the District Classified Handbook and ensure broad distribution.

• Suggest to the District Classified Senate and the District that a "Memorandum of Understanding" be created to clarify the roles of union and Senate in appointing representatives to shared governance committees.

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

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