Progress Report

(RESPONSE TO ACCREDITATION EVALUATION)

March 9, 2004
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Introductory Remarks

The College of Alameda has reviewed the Evaluation Report of the Accreditation Team from the visit of March 18-20, 2003. This response is to report on progress of the four recommendations made to the College, which are essentially carry over items from the 1999 comprehensive evaluation and team report. In addition, the College has included an update on progress Peralta Community College District (PCCD) has made regarding the four recommendations cited by the accreditation team related to the District.

The College acknowledges the two overarching themes of the need for improved communication and planning (incorporating on-going needs analysis, planning for development or improvement of current processes, testing, implementation and evaluation processes) which were pointed out by the Accreditation Team and is incorporating them into the responses to the four recommendations in this report.

As is clear from the following timelines for improvement, the college has come together to do more than simply identify tasks and note that "something" needs to be done. Instead, individual job titles have responsibility for action items as well as the directive to monitor each task to its end. The emphasis on individual ownership of process completion is designed with an eye toward creating an environment in which all employees are proud of their involvement in the college's success. By the same token, college management will be readily able to pinpoint and correct any slow-downs or stoppages in the new systems.

Clearly, the next year of so will be a time of growth and introspection as College of Alameda implements and troubleshoots these new processes. The college thanks the Accreditation Team for its observations, analysis, and feedback.
Accreditation Team Recommendations to College of Alameda

2.1 The team recommends, consistent with the recommendation of the 1999 team, that the college implement a systematic and comprehensive process for ensuring that accurate and current information available to students via the college publications and the college website. (Standard 2.1, 2.9)

6.1 The team recommends, consistent with the recommendation of the 1999 team, that the library and audiovisual services initiate systematic program reviews with special emphasis in the following critical areas: budget analysis (1), collections development (2), use analysis (3), faculty involvement (4), and technology (5) (Standard 6.7)

7.1 The team recommends, consistent with the recommendation of the 1999 team, that the college, in cooperation with the district, commit the time and resources needed to complete the backlog of management, contract faculty, adjunct faculty, and full-time classified evaluations, and to design and implement evaluation processes for part-time classified employees and student employees (Standard 7B.1)

9.1 The team recommends, consistent with the recommendation of the 1999 team and to insure financial stability and appropriate fiscal management, initiate a resource allocation process in conjunction with the district office. This process should link financial planning and institutional goals. (Standard 9A, 9B.1, 9C)

The above are points addressed in the following four standards:

- Standard Two: Institutional Integrity
- Standard Six: Information and Learning Resources
- Standard Seven: Faculty and Staff
- Standard Nine: Financial Resources
College of Alameda Responses
Standard Two: Institutional Integrity

The team recommends, consistent with the recommendation of the 1999 team, that the college implement a systematic and comprehensive process for ensuring that accurate and current information available to students via the college publications and the college website. (Standards 2.1, 2.9)

The college absolutely agrees that students need accurate and current information regarding college programs and services. Improvement of timeliness and accuracy of information circulated among faculty, administration and staff will minimize the recurrence of past problems in correcting misinformation after its distribution.

College of Alameda is beginning its enhanced communication by providing training to faculty and staff. This process was begun in earnest on February 19th during Professional Day. In addition, the college has developed a systematic process to improve quality service throughout the college. The procedure with timelines and process details is included in the following tables. The remainder of this response lists each college publication, such as the class schedule and the college catalog and details the procedure that must be systematically followed to ensure accuracy and currency of information.

While some issues addressed in the Standard Two recommendation rely on the District's completion of the web project template development phase, namely the timeliness and accuracy of information relayed to the public, the procedures and processes outlined here place the college in a position to move forward immediately upon the release of templates and server space to CoA.

Quality Service
The college is committed to quality education service. This will only occur with good communication, both oral and written, which should be practiced for the college's external constituents (students and community), but also internally among the administration, faculty and classified staff.

In-service training was scheduled for February 19th, 2004 and is to be repeated and continued on March 24th, Staff Development Day. The February 19th session, Positive Communication, was a great success with over 30 participants from staff, faculty and administration.

Also at the February 19th Staff Development Day activities, Student Services published and distributed amongst themselves an excellent brochure describing the duties of specific student services areas and a
listing of staff members. The college may publish this once a year and also include the divisions and current faculty and staff members. This document would also go on the college web site.

Listed below are a series of processes for ensuring that accurate and current information is available to students as well as college employees engaged in student service. Timely, accurate information is at the heart of quality educational service.

The procedure to enhance quality service shall consist of:

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 2004</td>
<td>Draft a form for gathering quality service suggestions regarding student publications and website. Prototype and process presented to college.</td>
</tr>
<tr>
<td>February – March 2004</td>
<td>Suggestion boxes and forms adopted and placed at key locations around campus</td>
</tr>
<tr>
<td>March-May 2004 (On-going)</td>
<td>Testing – Implementation Office of Instruction staff routinely gather and forward forms to the Vice President of Instruction as pivot point who will delegate and share comments with the Vice President of Student Services for review and referral to Deans and other managers bi-weekly</td>
</tr>
<tr>
<td>March-May 2004 (On-going)</td>
<td>Testing – Implementation Legitimate suggestions are noted by appropriate departments and posted on bulletin boards located throughout the campus. Individuals making suggestions shall be credited as appropriate or requested.</td>
</tr>
<tr>
<td>March-May 2004 Ongoing</td>
<td>Testing – Implementation Suggestions are assigned by review team (VP of Instruction, VP of Student Services, other managers) and acted upon by the individual to whom the item is assigned.</td>
</tr>
<tr>
<td>Every two weeks</td>
<td>Progress on the item is reviewed by review team and all related actions annotated and posted along with the original suggestion.</td>
</tr>
<tr>
<td>May-June 2004 On-going</td>
<td>Evaluation of Program Review by VP of Instruction and review committee</td>
</tr>
<tr>
<td>On-going</td>
<td>Committees meet regarding catalog, schedule and other material which are turned over to District Marketing or IT for Website or paper publishing (See various processes for different publications below)</td>
</tr>
</tbody>
</table>

Table 1: Quality Service Procedure
The college is reviewing a quality service process from another organization to gather ideas relevant to our process of receiving feedback (see Appendix: Standard Two: Customer Satisfaction Survey Process).

Minimally the form would consist of:

<table>
<thead>
<tr>
<th>CUSTOMER SATISFACTION SURVEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate your status:</td>
</tr>
<tr>
<td>☐ Student ☐ Faculty ☐ Classified ☐ Manager</td>
</tr>
<tr>
<td><strong>Student:</strong></td>
</tr>
<tr>
<td>1. Please rate the following for today's business:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Courtesy</td>
</tr>
<tr>
<td>Efficiency</td>
</tr>
<tr>
<td>Information Provided</td>
</tr>
<tr>
<td>Promptness</td>
</tr>
<tr>
<td>2. If a member of our staff (faculty, classified, or manager) was especially helpful, please list name and indicate office.</td>
</tr>
<tr>
<td>☐ Library ☐ Cashier ☐ Admissions &amp; Records</td>
</tr>
<tr>
<td>☐ Counseling ☐ Administration ☐ Academic Divisions</td>
</tr>
<tr>
<td>☐ Bookstore ☐ Calworks ☐ One Stop</td>
</tr>
<tr>
<td>3. If you have any comments for improving our service, please write them below.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty/Classified-Managers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If a member of the internal college staff was especially helpful, please list name and department.</td>
</tr>
<tr>
<td>2. If you have any comments for improving our service, please write them below.</td>
</tr>
<tr>
<td>3. If you have any suggestions or corrections for improving our procedures or communications brochures, manual or web page, please write them below.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OPTIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If you would like a response to any of your concerns, or suggestions, please PRINT your name, address and phone number below:</td>
</tr>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Address:</td>
</tr>
<tr>
<td>Phone:</td>
</tr>
</tbody>
</table>

Thank you for your comments. Your opinion will make a difference! Please drop this form in a College Suggestion Box. Action will be posted weekly in the display case outside of Admissions and Records.

Table 2: Proposed Information Feedback Form Example

Possibly, a "Suggestion of the Week" will be awarded.
Schedule
The District publishes a combined Schedule of Classes three times a year: two large issues for fall and spring semesters, and a smaller summer term edition. Information regarding enrollment, college programs, services and policies is collected from Student Services and Instruction areas in addition to course listings. The District Marketing Department coordinates schedule layout and publication, as well as distribution to the colleges and community. The Vice President of Student Services is responsible for on-campus and feeder high school distribution.

The campus procedure to submit a schedule of classes is (Spring Semester):

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviews are held in August and twice in September for the next spring</td>
<td>Departments review the listing of their discipline courses for accuracy of time, location, staffing, and other information such as dates for late-start or short-term classes. Departments are given opportunity to review three successive drafts of the schedule after revisions are made. Deans solicit input and coordinate revision process in each division. The VP of Instruction is responsible for the class listings. The VP of Student Services is responsible for all information other than the schedule of classes.</td>
</tr>
<tr>
<td>October</td>
<td>District Marketing coordinates schedule content as provided by individual campuses, publication, and distribution. The VP of Student Services is responsible for feeder high school and on-campus distribution.</td>
</tr>
</tbody>
</table>

Table 3: Schedule Update Procedure
See Appendix for example Production Deadlines and Schedule Deadlines [Standard Two: Class Schedule Production Deadlines (Memorandum), Standard Two: Schedule Deadlines (Memorandum)].

Catalog
The *College Catalog* is the primary informational publication of the college. The *College Catalog* includes information regarding degrees, curricular offerings, student fees, financial aid, requirements for admission and degrees, the academic calendar, names of administrators, faculty and governing board members, Student Code of Conduct and student grievance process.

The procedure to revise and update the *College Catalog* is:

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-going</td>
<td>Corrections/suggestions from boxes, departments and website are routed to the VP of Instruction as pivot point who will delegate, along with the VP of Student Services, to the appropriate offices for review, referral and sharing (every two weeks), including curriculum changes and policy and organizational changes. A revision file to the Catalog is maintained by the Office of Instruction and distributed biannually for review.</td>
</tr>
<tr>
<td>Biannually: September and January</td>
<td>Departments/staff leads correct, agree with or delete changes in revision file copies. The revisions are forwarded to the VP of Instruction and the Catalog Committee</td>
</tr>
<tr>
<td>Biannually: October and February</td>
<td>The Catalog Committee holds a catalog revision review. The committee consists of the VP of Instruction, VP of Student Services, Articulation Officer, Curriculum Committee Chair, Academic Support Services Specialist, Public Information Officer (currently vacant), President (ex-officio) and Academic Senate President (ex-officio). The committee sets final revision deadlines.</td>
</tr>
<tr>
<td>May, every other year</td>
<td>Catalog is sent to District Marketing for publication</td>
</tr>
</tbody>
</table>

Table 4: Catalog Revision Procedure

Student Handbook
The Matriculation Coordinator is responsible for the *Student Handbook*. The handbook contains vital information for student success, and is made up of both materials common to all the Peralta colleges and that which is unique to College of Alameda.
The procedure to revise and update the Student Handbook is:

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>Matriculation Coordinator meets with coordinators from other PCCD colleges to plan the handbook, a compilation of material common to all the colleges as well as that which is unique to College of Alameda</td>
</tr>
<tr>
<td>March/April</td>
<td>VP of Student Services and counselors, in consultation with the Deans and VP of Instruction, review material for completeness and accuracy</td>
</tr>
<tr>
<td>May</td>
<td>Matriculation Coordinator proofreads final copy</td>
</tr>
<tr>
<td>Summer</td>
<td>Outside vendor publishes Handbook (3500 copies, funded by Matriculation)</td>
</tr>
<tr>
<td>Beginning of Fall semester</td>
<td>Handbook is ready and distributed to new students, student service departments, and continuing students</td>
</tr>
</tbody>
</table>

Table 5: Student Handbook Update Procedure

Faculty Handbook
The Academic Senate worked in conjunction with the college staff to produce the first faculty handbook. This document has not been updated in some time (August 1999). During Spring 2004, the VP of Instruction will bring the subject up to the Academic Senate, deans, and faculty and form an ad hoc revision committee. This committee will consult with other Peralta campuses for faculty handbook models. This will provide a reference tool and guide for new faculty members at the beginning of the 2004-2005 academic year.

Information Brochures
Various college departments, programs and other entities produce informational brochures. Brochure authors have the primary responsibility for accuracy of the information contained therein. The brochure for each vocational program lists the required course sequence for completion of certificates and degrees.

The procedure to revise and update Information Brochures is:

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twice a year</td>
<td>Process starts with department or program advisory group</td>
</tr>
<tr>
<td>On-going</td>
<td>Faculty and staff designs brochure and can get help from the Teaching and Learning Center.</td>
</tr>
<tr>
<td>Every Semester</td>
<td>Funds are identified and allocated</td>
</tr>
<tr>
<td>On-going</td>
<td>Draft is sent to District Marketing Department for critique and publication.</td>
</tr>
</tbody>
</table>

Table 6: Information Brochure Update Procedure
An example of this process at work is the recent request for a district-wide CIS brochure and the recently developed vocational education template for color brochures. The colleges will share in the cost of production for both projects, which is more cost effective and provides more comprehensive information for students than when individual colleges produce their own brochures.

College Website
The College website is intended to provide information regarding admissions, academic programs, class listings, student services, administrative services, library services and resources, campus news and local events. The District Marketing Department presently oversees public information disseminated on the Web.

The college gathers updated information from individuals and departments, and the District Marketing Department is responsible for publication. Communication regarding college website postings and updates has been poor, but will improve as website authoring and maintenance is transferred from the district to individual departments.

A District-wide Web Advisory Committee, consisting of district IT staff, web consultants and college representatives, has been charged with defining the needs of specific campuses, absolute website requirements, how campuses may wish to administrate web content, and additional web needs for entities on individual campuses. The committee is currently in a campus needs assessment stage and will report to the individual colleges' technology meetings (College of Alameda – February 10, 2004) regarding development and implementation of templates to be used for web publishing. After web committee representatives have met with each college's tech committee, the district web committee will resume its bi-monthly meetings. The college looks forward to an updated web page, and future plans include reestablishing the Public Information Officer position, which will serve as college Webmaster.

The district plans to have a new email service implemented before fall of 2004. This will improve ease of communication in getting accurate information distributed. Instructors can email exams and materials for their classes directly to the mailroom, which will have the capacity to print the requests from electronic files.

PCCD has adopted ETUDES (Easy-To-Use-Distance-Education-Software) as its course management system. Over 25 CoA faculty, departments and divisions have begun to take advantage of this courseware in order to disseminate and share electronic media. Updates and ownership of course content is the responsibility of the administrator for each shell (generally the course instructor).
The college technology trainer gives on-going instruction in ETUDES methodology.

A possible timeline and process for web publishing is:

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-going (updates)</td>
<td>Authors update their department's web pages of course and service offerings. The college PIO or instructional department approves changes. Technical upgrades come from District IT</td>
</tr>
<tr>
<td>On-going (changes)</td>
<td>College Webmaster publishes updates to existing pages</td>
</tr>
<tr>
<td>On-going (development)</td>
<td>Teaching and Learning Center works with faculty and departments that wish to make information available on the website by providing technology training and support.</td>
</tr>
<tr>
<td>4 times a semester</td>
<td>Website committee meets 4 times a semester to review website needs and help to design and develop website.</td>
</tr>
<tr>
<td>Monthly</td>
<td>Technology Committee meets monthly to discuss emerging and on-going issues</td>
</tr>
</tbody>
</table>

Table 7: Web Publishing Procedure

Processes for other college documents need to be improved or created. For instance, the Curriculum Committee should publish guidelines for faculty to follow in creating/revising Course Outlines.

In summary, planning, quality service and internal and external communication will improve by emplacing systems for improving accurate and timely information dissemination.
Standard Six: Information and Learning Resources

The team recommends, consistent with the recommendation of the 1999 team, that the library and audiovisual services initiate systematic program reviews with special emphasis in the following critical areas: budget analysis (1), collections development (2), use analysis (3), faculty involvement (4), and technology (5) (Standard 6.7).

College of Alameda’s library is currently undergoing program review, in which the critical areas in the recommendation are being assessed and will be completed by the end of the spring semester. The program review process for the library was developed during the 2003 fall semester by a group of district librarians. This response includes an analysis of each of the five points that the accreditation team emphasized. College of Alameda has progressed effectively in the use of technology. The technology trainer works with instructors and staff in developing their skill in using campus technology to support information and learning resources for faculty.

The library and technical staff, in addressing more clearly the Information and Learning Resources standard, are working to improve internal and external quality service. Two faculty and staff groups, librarians and college technical support, have addressed the response to this recommendation.

The librarians and Audio-Visual department have addressed:
1. Budget analysis
2. Collections development
3. Use analysis
4. Faculty involvement
5. Library information technology

The college technical staff has addressed:
1. Budget analysis
5. Technology

In compliance with this recommendation, a committee of Peralta District library faculty from all four campuses, in collaboration with the District Office of Educational Services, met to create district-wide program review guidelines for libraries. The committee met during the Fall 2003 semester to develop a format that was submitted to Judy Walters, District Vice-Chancellor of Educational Services for approval. Program review guidelines and forms were approved by the Vice Chancellor of Educational Services and the District Academic Senate (see Appendix: Standard Six: Library Program Review Guidelines).
The College of Alameda is initiating its systematic program review in Spring 2004. The librarians have been meeting to gather information and to plan, organize, and coordinate key issues.

The current timeline for District Program Review process for libraries is:

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>September-</td>
<td>Researched and wrote program review format and guidelines</td>
</tr>
<tr>
<td>October 03</td>
<td></td>
</tr>
<tr>
<td>November 03</td>
<td>Met with staff from the District Office of Education Services for</td>
</tr>
<tr>
<td></td>
<td>statistical and format advice. Submitted draft to Vice Chancellor of</td>
</tr>
<tr>
<td></td>
<td>Educational Services for approval</td>
</tr>
<tr>
<td>December 03</td>
<td>Sent for approval by District Academic Senate and other appropriate</td>
</tr>
<tr>
<td></td>
<td>committees</td>
</tr>
<tr>
<td>February 04</td>
<td>Begin program review: Create survey instrument for faculty and students</td>
</tr>
<tr>
<td></td>
<td>to give feedback. Request District research assistance in creating</td>
</tr>
<tr>
<td></td>
<td>survey and tabulating findings</td>
</tr>
<tr>
<td>March 04</td>
<td>Analyze data/statistics</td>
</tr>
<tr>
<td>April 04</td>
<td>Develop findings and recap</td>
</tr>
<tr>
<td>May 04</td>
<td>Complete review and plan for improvement</td>
</tr>
</tbody>
</table>

Table 8: Program Review Process

1. Budget Analysis
   Library
   In analyzing the library budget, the need for setting priorities based on data is of utmost importance. (Data is addressed under item 3, "Use Analysis"). The library's operating budget for 2003-2004 is $63,000 (2004-2005). From this amount, resources for all collections (circulation, reference, reserves, and periodicals) and supplies are purchased.

   Current and possible future sources of funding include:
   a) Instructor donation of current textbooks and other classroom materials (test, pamphlets, etc.) to the Reserve collection. Donations from faculty and the community are also accepted, reviewed and added to collections as deemed appropriate for the college and its programs.
   b) Allocations ($72,526.00 in 2003-2004) from the State Equipment and Library Materials Funds (Funds 11, 14 and TTIP) provide a major source of funding for acquisitions and collection development when received.
   c) In the future, it is hoped that funds received by the College from the Bookstore could be reserved for purchasing textbooks for the library's Reserve collection.
   d) In the future, possible allocation of VTEA funds will allow updates and expansion of the library collections of resources that support vocational programs.
Other funding the library receives is for staffing. The library presently has 2 full-time librarians (Head Librarian and Cataloging/Systems Librarian – the third librarian position is currently unfilled due to a recent resignation) and 6.5 technicians who support circulation, serials, and reserves collections, technical processing (cataloging), acquisitions, and Audio-Visual Services (1.5). This year, 2003-2004, the loss of budget resulted in a reduction of 14 service hours and all hourly librarians.

These changes have had a serious impact on library services such as processing and professional duties. The Head Librarian is currently investigating several options to restore some library hours. Student assistants, funded by Work-Study, are hired to assist staff in processing books, cataloging, and providing public services (check-in/out) in circulation and reserves. The proposed college budget for FY 2004-2005 includes filling a retirement position for FY 2004-2005 with an additional librarian, and rehiring to fill the currently vacant position to bring the total number of full-time library faculty to three (3).

Library funding priority will be used for:

a) Collection development of print and online resources for the Circulation, Reference, and Reserve collections and to expand the collection of reference and circulating resources in digital format. Currently, web-based online resources (periodical databases) are supported only by the state’s annual TTIP funds.

b) Upgrade and maintenance of library information technology (i.e. computer hardware and software) for staff and student use.

c) Expansion of instruction (information literacy), reference services and materials for students and faculty in print and online formats. Attention will be given to issues of general usage, quality of library use, as well as expansion of web-based library materials.

d) Maintaining current faculty and staff as well as planning for expected growth from expanded use of library instructional and other services.

A process for budget analysis is part of the new District Wide Program Review Process. (Refer to Section II, Staffing and Fiscal Support: “What budgetary factors influence the effectiveness of your program? How is it measured?”)

Audio-Visual Services
Audio-Visual Services budgets have been very limited for many years. In 2002-2003, the operating budget was $1,755.00 for equipment and materials, including repairs. AV has made good use of State Equipment and Library Materials monies.

Several one-time allotments from general and State Equipment 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.

In 2003-2004, the AV operating budget was taken back by college administration due to statewide budget reductions, leaving no funds.

Technology
The college receives funds for supporting computer-learning labs from campus Division offices and State Equipment and Library Materials Funds. College technicians provide service for library computers. These funds support the 2nd floor electronic classrooms and labs as well as labs in other campus buildings. Several times a semester, the Technical Staff analyze the following and give reports to the administration:
   a) Student usage
   b) Faculty/Classroom demand
Funding is based on these criteria.

2. Collection Development
Library
In compliance with the state’s Library Automation Project, the college has, in collaboration with other district librarians, developed an online catalog for all print and multimedia resources and materials. The current catalog holds records for all district libraries and is accessible in the campus library as well as online via the Internet. Because of this process, students are able to access and use resources and materials from all four Peralta campus libraries. Sharing of these district collections and other local library collections has increased access to resources for College of Alameda students.

Development of collections is handled in a number of informal and formal ways. An hourly Reference Desk log is kept noting statistics, subject of the reference interview and quality of resources available. Faculty is contacted on an ongoing basis for recommendations, bibliographies, and reading lists. Subject areas needing development are researched and added to formal recommendations pending approval by the Head Librarian. Reports generated from the bibliographic utility (Horizon) will assist in evaluating the age of the collections in various subject areas and disciplines. With proper funding and staffing a major weeding, development, and upgrade (currency, quality, format) of the collections can occur.

A process for analysis of Collection Development is part of the new district wide program review process that the library is currently working on – see Table 8. (Refer to Section III, Evaluation of Collections, Equipment and Facilities of the Program Review – Library in the Appendix). Please note especially: “What procedures are being used to assure the collections are adequately meeting the
needs of the students and faculty?" and "Describe acquisition and utilization patterns for collections and services over the past three years."

Goals and objectives for the next five years for Collections are stated in the Master Plan.

Audio-Visual Services
A-V Services develops and maintains an extensive collection of learning materials in most mediums, as well as a comprehensive equipment inventory. By prior arrangement, A-V staff ensures that instructors have the correct hardware and content medium set up and ready to use at any location on the CoA campus. Available hardware includes:
- Television (also mounted in most classrooms)
- VHS tape player (also mounted in most classrooms)
- Record player
- Cassette tape deck
- VHS Camera
- Digital movie camera
- Digital still camera
- RGB projector

In addition, A-V maintains RGB projectors and motorized screens in two LRC labs and the Community Room.

Services for students include dubbing of cassette tapes, loan of A-V material (for use at campus-provided viewing and listening stations only), video and audio capture of student events, A-V enhancement of commencement exercises, and more.

The A-V department's collections grow in much the same way as those of the Library: instructor reserves, faculty/department purchases, media accompanying textbooks, etc. Additionally, the A-V department is able to enhance its collection by recording events held on campus, thus establishing an historical record of campus life and a cultural record of the dynamics of the Bay Area.

Current AV collections need to be evaluated, updated, cataloged and integrated into horizon, the library bibliographic utility.

3. Use Analysis
Library
Use analysis examines the various processes for generating statistics that reflect student and faculty use of library facilities, instruction, and research resources. The library uses the statistics kept by staff on paper and by computer-generated reports. The library will also avail itself of the statistics prepared by the district.
Librarians have met several times with the Office of Institutional Research and Development and the District Office of Educational Services to establish criteria for statistics needed for program review and to prepare faculty and student surveys.

The library instructional program continues to be developed with particular emphasis on information literacy. Library Orientations are presented at instructors' request and are prepared by the librarians. They include either special subject areas or specific assignments and class goals. Instruction statistics are maintained. Introduction of “Drop-in Workshops” (LIS500) is currently being considered and may be scheduled upon approval by the Curriculum Committee.

Audio-Visual Services
A-V Services maintains a record of student, faculty and staff checkout of materials and equipment in order to control the physical location of all material.

When AV collections are integrated into Horizon, statistics on use analysis will be gathered electronically.

4. Faculty Involvement
Library
The library solicits faculty involvement in instruction and collection development using several methods. Informational packets describing library resources and forms available that are useful to faculty are distributed annually. Additional informational flyers (including new books lists) are available during professional meetings and on professional days. Faculty are contacted on an ongoing basis to notify them of new and additional resources of particular interest. Librarians continue to make efforts to see faculty in their departments to improve communication and to discover unmet needs.

All librarians participate in instruction, including orientations. With added funding and staffing the library plans to expand faculty involvement in shaping collections and institute a more formal process for book and other library material recommendations. Faculty are encouraged to work collaboratively with librarians to plan library research assignments. The library plans to collaborate on an information literacy and library research component with. Through “word of mouth” as well as more formal notifications, faculty use of library instructional services and resources is increasing.

Under the new District Wide Program Review process, Section III, Evaluation of Collections, Equipment and Facilities, this item is addressed: “What procedures are being used to assist students and faculty in obtaining information not available through current library resources?”
Audio-Visual Services
Faculty are welcome and encouraged to place copies of any course material and enhancements on reserve at the A-V Services desk.

Faculty involvement for AV is more likely to occur when AV funding is addressed and stabilized.

5. Technology
   Library
The library has 14 computer workstations that provide user access to the internet, the district online catalog, and 14 electronic periodical databases covering a wide range of subject disciplines. Two of the computer workstations are outfitted to the special needs of students with physical disabilities.

The library web page provides student access and use of library resources and materials. The web page has links to the on-line catalog, electronic periodical databases, and recommended website resources. Recently added links provide access to faculty resources and library handouts. Using ETUDES, the district's distance learning course management system, the library is developing additional instructional materials.

District librarians are meeting with the district website committee to insure that templates are designed and developed that conform to the needs of library research and library services.

The systems librarian has requested that the library's CD ROM server be put into place to provide a local area network (LAN) so that students may access CD courseware that accompanies textbooks.

Other technology is available to students in the Learning Resources Center. The Learning Resource Center formed a committee as of July 2003, chaired by the VP of Student Services, whose purpose is to create a collaborative learning environment by integrating the academic support services on the second floor of the L Building in order to promote student success. The LRC includes the following resources for students:
   - Basics Skills Lab
   - Writing Center
   - Open Lab
   - Assessment and Tutoring
   - Math Lab
The instructional technicians support the labs and the Learning Resource Center. The following computer-based labs are supported in conjunction with the Learning Resource Center:

a) L202D&E (about 100 workstations).
   1. L202D is used primarily for instructional classes, staff development trainings, and library orientations.
   2. L202E is an open lab. Scheduled hours are from 9am to 7:45pm Monday through Thursday and 9am to 5pm Friday, closed on Saturday.

b) Writing lab – about 40 workstations, both Mac and PC platforms. Open 9-4 daily.

c) Basic Skills lab – 25 workstations, open 9-4 daily

The interim Learning Resources Coordinator and the Campus Instructional Network Coordinator hire and train the student Instructional Associates.

There is a new campus-wide integrated computer network system (full implementation in April 2004). Alameda is the first of the four Peralta Colleges to have fully upgraded wiring. The library was the first college department to be automated and make resources available to students online. As part of the rewiring and network upgrade project the library will be switched over to 4Cnet T1 allowing campus-wide access to online library resources and materials, including periodical databases. A "walk-through" of all wiring closets took place 1/22/04 by the District technology staff. Larger conduit pipes (DS3) have been laid at the campus to handle the wiring infrastructure. The result of this will be faster, more secure intranet and Internet access.

The College is developing its own web presence in conjunction with a district-wide effort, and plans to have current information and a full range of features. A website committee will monitor the development of the website.

**Audio-Visual Services**

Audio-Visual Services is, by definition, one of the forerunners in campus technology. Along with maintenance, storage and procurement of current technologies, the A-V Services team retains industry currency in emerging technology.
Standard Seven: Faculty and Staff

The team recommends, consistent with the recommendation of the 1999 team, that the college, in cooperation with the district, commit the time and resources needed to complete the backlog of management, contract faculty, adjunct faculty, and full-time classified evaluations, and to design and implement evaluation processes for part-time classified employees and student employees (Standard 7B.1).

The College is committed to updating and refining its evaluation processes and putting in place a process to complete the evaluations backlog and is in the process of designing and implementing an evaluation process for part-time classified and student employees.

College of Alameda has developed a schedule and a process to address the evaluation process for each of the employee groups. Systematic evaluations of adjunct faculty, part-time classified employees and student employees will ensure that each of these categories receives regular feedback to ensure ongoing improvement and positive reinforcement. Training will be a part of this process to ensure consistency in the evaluation process.

While management evaluations are not currently in a backlogged state, they are minimally addressed here. The backlog consists of:

1. Contract faculty
2. Adjunct faculty
3. Full-time classified

Management
There are eight management positions at College of Alameda, two of which are filled with interim personnel. One position is not filled due to budget constraints.

Human Resources is in the process of revising evaluation forms and procedures and has made good progress. This includes a "Draft Management Professional Development/Evaluation Personnel Plan" which contains a proposed description of the process and an evaluation tool that rates managers. This process is currently under review by the District Academic Senate as part of the consultation process.

Backlog
1. Contract Faculty
There are currently 75 full-time, tenured faculty at CoA as of February 23, 2004. Each year, with rotation, 1/3 are due to be evaluated. The college has in place an updated rotation/evaluation schedule for contract faculty.
Following procedures established jointly by PCCD and the Peralta Federation of Teachers, all full-time contract faculty are evaluated by "clusters" of three faculty members who complete the required classroom observations, student evaluations, self-evaluations, and summaries. This is on a rotating basis every three years, so every full-time faculty member is evaluated at least every three years. Recent history of evaluations shows an accrual of faculty due or over-due for evaluation. In 2001-2002 and 2002-2003, two of three divisions did not turn in an update on their faculty evaluations; of those two divisions, all faculty that were scheduled for rotation during that time and the 2003-2004 academic year will be evaluated prior to the end of the current year.

The usual three divisions have been temporarily rearranged to two (the third Dean’s position is unfilled), and both divisions have developed a Timeline that addresses the evaluation build up. The process consists of the following:

a. Full-time instructor observation
b. Evaluation by students
c. Administrative Review Evaluation
d. Self-evaluation
e. Summary

Optimistically, all due and overdue evaluations will be completed within one semester, but definitely within the 2003-2004 academic year. The college has a precise schedule of evaluation teams and specific evaluators. Based on the pattern of evaluations performed over the last three years, each faculty member is either designated as the “Evaluee” (to be evaluated), “Evaluator” (faculty responsible for producing summaries and coordinating the process), or “Team Chair” who also conducts an observation. For the academic year 03-04, all full-time faculty evaluation components are scheduled to be completed during April 2004.

2. Adjunct Faculty
The number of adjunct faculty at College of Alameda is 129 as of February 23, 2004. All part-time faculty at the College of Alameda will be evaluated using established procedures during the 2003-04 academic year (see Appendix: Error! Reference source not found., Standard Seven: 2003-2004 Part-Time Evaluations, Division II (Memorandum), and Error! Reference source not found.). Every effort will be made to complete all overdue part-time evaluations by May 2004.

The revised evaluation process consists of:

a. Full-time instructor observation
b. Evaluation by students
c. Administrative review evaluation
d. Summary

The task of evaluating each part-time faculty member is assigned to full-time contract faculty in all of the academic disciplines. In areas where there are no full-time faculty, someone from a related discipline performs the evaluation (e.g. a History instructor will evaluate the part-time Political Science instructors)

3. Full-Time Classified Employees
There are presently 58.75 full-time classified positions filled at CoA. All full-time classified employees will be evaluated according to the District Human Resource Department due dates. We have requested a comprehensive schedule of all evaluation dates for all full-time classified employees as of January 21, 2004, and look forward to receiving the list in March of 2004, when we will begin the evaluation process based on evaluation forms posted on the district's website. The CoA staff would like to meet with the District and unions to improve the evaluation format of the Classified Employees.

Evaluations
1. Part-Time Classified Employees
The college is committed to creating a process and Timeline for putting in place an evaluation procedure for part-time classified employees. There are currently 118 part-time classified employees. College of Alameda will work with all classified unions to ensure that the appropriate forms for evaluation and adopted and used by the beginning of the 2004-2005 academic year. President Cervantes has sent a letter to the classified senate of SEIU and Local 39, requesting a part-time classified evaluation form be created and approved by the unions. See Appendix: Standard Seven: Draft: Classified Hourly Employee Evaluation Form for a sample proposed evaluation.

The proposed timeline for part-time classified staff evaluations is:

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2004</td>
<td>Part-time classified positions identified</td>
</tr>
<tr>
<td>May 2004</td>
<td>Development of Job Specification for Related Jobs</td>
</tr>
<tr>
<td>June 2004</td>
<td>Evaluation procedures developed and forms created for all part-time classified employees</td>
</tr>
</tbody>
</table>

Table 9: Part-Time Classified Evaluation Plan

Proposed Process for Evaluation of Part-Time Classified Employees:

a) At start of work, job specification sheet is presented to part-time classified employee by supervisor and expectations are explained. Employee must clearly understand and agree to perform specified duties. Supervisor will submit a copy of signed job specification to the manager with the evaluation.
b) Each semester, supervisory training is given to all staff in supervisor positions.

c) One month before the end of each semester, supervisor will complete a one page "Performance Evaluation". The form will contain a component where a plan for improvement is clearly stated.

d) The person evaluated will be given an opportunity to view their supervisor's evaluation and provide comments on the form prior to signing it.

e) Managers of each area at the college will be responsible for reviewing these performance evaluations and keeping them in the appropriate files.

f) Communicate a summary report to District Human Resources by semester containing information such as the number of employees evaluated.

2. Student Employees
Additionally, the college is committed to creating a process for evaluating student employees. Each department hires their own student workers based on the student employment placement. The Learning Resource Center coordinator hires and trains students for all student worker positions related to the various labs attached to the center. An evaluation plan for student workers is being put in place. There were 433 student employees during the 2002-2003 academic year, and 309 in the 2003-2004 academic year. These figures combine work-study students, student assistants, and student advisors.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2004</td>
<td>Major student positions are identified</td>
</tr>
<tr>
<td>May 2004</td>
<td>Development of Job Specification for Related Jobs (sample provided)</td>
</tr>
<tr>
<td>June 2004</td>
<td>Evaluation procedures have been developed and forms created for all student employees</td>
</tr>
</tbody>
</table>

Table 10: Student Worker Evaluation Plan

Proposed Process for Evaluation of Student Employees:

a) In the case of student employment in a laboratory setting, a student may sign a contract with the instructor supervisor (see Appendix: Standard Seven: Contract Between Students and Lab Instructors).

b) Each semester, supervisory training is given (see Appendix: Standard Seven: Supervisory Duties of Lab Instructors).

c) One month before the end of each semester, supervisor will complete a one page "Performance Evaluation" (see Appendix: Standard Seven: Student Aide Evaluation Form, and Standard Seven: Draft: Student Employee Performance Evaluation Form). The form should contain a component where a plan for improvement is clearly stated.
d) The person evaluated will be given an opportunity to view their supervisor's evaluation and provide comments on the form prior to signing it.

e) Managers of each area at the college will be responsible for reviewing these performance evaluations and keeping them in the appropriate files.

The evaluation of student workers is a valuable part of the learning process at CoA. The college wants to provide its students feedback for improvement both in the classroom and in the work setting.

**Employee Supervision and Performance Evaluation Workshops**

In order to improve the quality of supervision and to make time for managers to focus on and complete required evaluations of full-time faculty and staff, a one-year pilot program will establish the following: a four hour block of time will be scheduled each semester, with mandatory supervisor and employee attendance. During this time, manager supervisors will work on any needed evaluations and review all classified hourly and student employee evaluations. During this session administrator supervisors will learn quality control techniques, protocol in which to support employees in overcoming work related obstacles, and development of effective improvement plans for employees. Staff Development will conduct several sessions during the fall semester of 2004 for instructors who supervise student workers where they will learn many of the same supervision techniques. District HR will be asked to participate and direct these training sessions. College communication and planning will improve with this process.
Standard Nine: Financial Resources

The team recommends that the college, consistent with the recommendation of the 1999 team and to insure future financial stability and appropriate fiscal management, initiate a resource allocation process in conjunction with the district office. This process should link financial planning and institutional goals. (Standard 9A, 9B.1, 9C)

College of Alameda’s response describes the college-wide strategic planning process that began last May. In August 2003, 100 faculty, staff and students met to update our mission and develop our vision and CoA values, which were approved by the Board of Trustees in January.

The disciplines have also completed updating their education plans and did so by developing objectives that supported the college-wide goals. The next step is the budget development process, and faculty and staff will submit requests for the limited resources. However, requests will be submitted linked to the Educational Master Plan and college goals and priorities.

The accepted timeline for completing the Educational Master Plan is:

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2003</td>
<td>Departments submit Educational Master Plan update to division deans</td>
</tr>
<tr>
<td>December 2003-</td>
<td>Division deans, VP of Student Services, and B&amp;AS Manager review departments’ Master Plans</td>
</tr>
<tr>
<td>February 2004</td>
<td></td>
</tr>
<tr>
<td>March 1, 2004</td>
<td>All department Master Plans due to Office of Instruction for formatting and compilation</td>
</tr>
<tr>
<td>March 19, 2004</td>
<td>Office of Instruction completes formatting and editing of Educational Master Plan</td>
</tr>
<tr>
<td>March 24-25, 2004</td>
<td>Office of Instruction publishes and submits final version of Educational Master Plan to campus community</td>
</tr>
</tbody>
</table>

Table 11: Educational Master Plan Process

In order to develop a process that links financial planning and institutional goals at College of Alameda (CoA), the college began by reviewing relevant college documents and reports and conducting an analysis that identified the college’s strengths, weaknesses, opportunities, and threats (SWOT). CoA’s faculty and staff conducted a SWOT Analysis on the following:

- Accreditation Self Study (Spring 2003)
- Alameda West End Neighborhood Community Town Hall Meeting (April 2003)
• College of Alameda Student Services Year End Report (2002-03)
• Enrollment Management Plan (2001-02)
• Matriculation Plan (2002-03)
• Peralta Fact Book (2000)
• Student Equity Plan (1996)
• Student Success Project Report (November 2001)

On August 20, 2003 at an all-college Strategic Planning Meeting, 100 faculty and staff reviewed the results of the SWOT analysis in order to further refine the findings and to update the college’s mission, as well as to develop a college vision and college values.

This process was accomplished through a shared process with each smaller group of 12 reaching consensus on its recommendation for the college’s mission, vision, and values. Once each group reported back to the whole, voting occurred and a rough draft of the preferred mission, vision, and values emerged. These drafts were referred to the college council, which then spent further time finalizing. College Council approved the college’s new mission and vision on September 22, 2003; the values were approved on October 27, 2003. The Peralta Board of Trustees approved all three at their January 13, 2004 board meeting.

Additionally, College Council finalized the college’s 2003 -- 2005 goals and objectives on October 27, 2003. Subsequently, the college’s faculty and staff are updating the Education Master Plan by discipline and department utilizing the college’s new goals and objectives, as well as program review findings. CoA’s Education Master Plan will be finalized by March 19, 2004.

The next step in linking institutional goals to financial planning will occur in the budget development process that will begin this spring semester. Faculty and staff will be asked to submit budget requests that are tied to the Education Master Plan. A budget request sheet will be developed that will ask the initiator to justify the request, tie it to the Education Master Plan and to the College goals and objectives. These budget requests will be submitted to the college budget committee in prioritized order from Business and Administrative Services, Instruction, the President’s Office, and Student Services. These requests will be further prioritized and reviewed by College Council and submitted to the President.
The proposed timeline for completing CoA's Financial Planning in terms of institutional goals is:

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2003</td>
<td>Strategic Planning meeting to update college mission; develop vision and values</td>
</tr>
<tr>
<td>January, 2004</td>
<td>PCCD Board of Trustees approval of CoA Mission, Vision, and Values statements</td>
</tr>
<tr>
<td>March 2004</td>
<td>Office of Instruction publishes and distributes finalized Educational Master Plan</td>
</tr>
<tr>
<td>March – April, 2004</td>
<td>Departments develop and submit internally prioritized budget requests to Business and Admin Services, Office of Instruction, the President's Office, and Student Services as appropriate</td>
</tr>
<tr>
<td>April, 2004</td>
<td>Business and Admin Services, Office of Instruction, the President's Office, and Student Services refine prioritization and submit to Budget Committee</td>
</tr>
<tr>
<td>April, 2004</td>
<td>Further review and prioritization by College Council; submission to the President</td>
</tr>
<tr>
<td>April – May, 2004</td>
<td>President finalizes and submits proposed budget to district entities</td>
</tr>
</tbody>
</table>

Table 12: Financial Planning Process

Provided that the above process works as planned, the college will implement this as a permanent process, including Program Reviews along with Education Plans as regularly scheduled.
Accreditation Team Recommendations to Peralta Community College District (PCCCD)

1. The team recommends that a district-wide plan and an implementation process be created that is strategic and systematically integrates the educational, financial, physical and human resources of the district. All planning processes should be inclusive of the four colleges and the communities served by the district. The plan should include identified institutional outcomes with criteria for evaluation on a periodic basis. It is recommended that the district-wide plan integrate the educational master plans and program reviews of the colleges. The team also recommends that the chancellor ensure that the plan and the ongoing planning processes are communicated throughout the district. (Standards 3B.3, 3B.3, 3C.3, 10C.1, 10C.6)

2. The team recommends that the Peralta Community College District provide a detailed and concrete plan that clearly identifies the steps, timelines, and measurable actions that are being undertaken by the district to provide funding for the long-term liability posed by health care benefits. (Standard 9.C.1)

3. The team recommends that the Board of Trustees move expeditiously to appoint an interim chancellor and begin the process of recruiting a permanent chancellor. The team further recommends that the Board of Trustees direct the new chancellor to make stability of both college and district administrative personnel a priority. (Standards 10C.1)

4. The team recommends that the Board of Trustees adhere to its appropriate functions and policy orientation, and rely upon the district chancellor for recommendations affecting the organizations of the district as well as the hiring, retention and termination of all categories of district and college staff. The team further recommends that the Board of Trustees clearly identify and widely disseminate the roles and responsibilities assigned to the district administration and those assigned to the college administration so that the appropriate responsibility and authority and related accountability standards are established. (Standards 10A.3, 10A.4, 10C.1, 10C.2, 10C.3)
Responses to PCCD Issues

District Recommendation One

The team recommends that a district-wide plan and an implementation process be created that is strategic and systematically integrates the educational, financial, physical and human resources of the district. All planning process should be inclusive of the four colleges and the communities served by the district. The plan should include identified institutional outcomes with criteria for evaluation on a periodic basis. It is recommended that the district-wide plan integrate the educational master plans and program reviews of the colleges. The team also recommends that the chancellor ensure that the plan and the ongoing planning processes are communicated throughout the district. (Standards 3B.3, 3B.3, 3C.3, 10C.1, 10C.6

We have begun the work of codifying a District-wide plan and implementation process that is strategic and systematically integrates the educational, financial, physical and human resources of the district. This plan is based upon shared values, vision, mission and goals. We have begun with the values, mission and vision established by the Board of Trustees (April 1998). From these the District identified 18 strategic goals, which have since been reduced to 10, based upon an environmental analysis of the opportunities and challenges facing the Peralta Community College District (PCCD). The Board has scheduled a retreat for March 5-6, 2004 to re-evaluate this work.

Each college has developed a mission statement, which has been approved by the Board. Each college is developing its own Integrated System Planning Model, including the four areas of College Mission & Goals, Resources, Operational Planning, and Evaluation. These were begun during the accreditation self-study process in 2002 - 2003, and are currently being refined.

We have determined that an existing District-wide council, Council on Instruction, Planning, and Development, (CIPD) is the logical district-wide group to coordinate information working with the existing District Academic Senate (DAS) to spearhead the District-wide planning and implementation process. Therefore, as the college processes are merging, they are being shared and circulated district wide through the Council on Instruction, Planning and Development (CIPD).

Therefore, at the district level, there are two committees charged with specific tasks aimed at developing integrated planning: first is the Budget Process Development Committee; second is the Council of Instruction, Planning and Development.
Budget Process Development
This committee is addressing the disconnect in Peralta between budget development and strategic planning at the colleges. The product of the committee will be a budget development process in which the strategic objectives of the educational enterprise drive the budget allocation – NOT THE REVERSE as has been the case heretofore. This means that the strategic objectives of the colleges become the basis from which the overall district strategic objectives are formed. These objectives will inform the allocations of money to the colleges in a rational and transparent process. Secondly, the new budget process will be designed to be transparent and observable to all users in real time. The people charged with meeting the strategic objectives will also control their own budgets.

To support the work of the Budget Development Committee, the District Academic Senate adopted at its October 7, 2003 meeting, the following principles:

1. The priorities of the educational enterprise drive the budget—not the reverse.
2. The budget process is transparent: all players, in real time, can see all accounting and transactions.

Council on Instruction Planning and Development
This committee has been given a new charge; i.e., Coordinating, developing, and prioritizing the district-wide educational strategies, integrating them with the individual college strategies. This is a bottom up task driven by the college objectives. The product of this committee is the strategic package that drives the budget (see above). It is precisely at this point, where the work of the planning committee meets the budget process, that the integration occurs. The model (educational plan driving budget) is neither sophisticated nor complex. And it currently has the buy-in and support of faculty leadership, unions, classified, chancellor, and management team, all of who are participating in the development of this planning effort. Moreover, the process includes the active participation of management from Finance, Human Resources, Educational and Student Services.

At its September 8, 2003 meeting, CIPD adopted the following resolution: CIPD recommends that a district wide plan and an implementation process be created that strategically and systematically integrates the educational, financial, physical, and human resources of the district. We understand that there will be a shift in the resources of the district but we fully support that and this is still the appropriate direction in which to move.

To help integrate the college and district processes, the district office is redefining its role as being service oriented and supportive of the college initiatives. The elements of the district office process are:
1. Identification of services offered from the district office.
2. Procedures established for each service offered which clearly delineates the role and responsibility of both the college and district office.
3. Communication concerning services currently offered at the district office.

Below is a preliminary identification of District Office services:

**Educational Services**

**Research.**

*Faculty Evaluations* (processes for evaluation of tenured and part-time are currently being refined as part of the (PFT) negotiation process and will be implemented by the Colleges. The processes for tenure track faculty are well established and are implemented District-wide) are established District-wide to ensure consistency and to meet PFT requirements.

*Categorical Program* allocation and monitoring (DSPS, EOPS, CARE, CalWORKs, TANF, Matriculation, and VTEA).

*Curriculum and Instruction* (Working with appropriate shared governance constituencies, coordinates the PCCD uniform course numbering system, course & program approvals, Faculty Service Areas/Course Discipline Lists, General Education requirement, and Articulation).

*Program Review* process is coordinated district wide.

*Hiring* of all academic positions (faculty and managers) coordinated district wide.

*Grants and Contracts*: The district office facilitates the process of searching for, securing, and managing externally funded projects.

*Child Care Centers*. The three college child care centers operate under one contract managed at the district office.

*Admissions & Records*. All functions including, registration, transcript evaluation and records management are managed at the district for the colleges.

*Student Services*. Working the Vice Presidents of Student Services, coordinate the district wide policy and procedures affecting all areas of student services.

*Staff Development*. Coordination of district wide staff development activities with college staff development committees.

*Faculty Diversity Internship Program*. This is coordinated district wide by a college faculty member.

**Financial and Administrative Services**

*Human Resources*

*Risk Management*

*Attendance Accounting*

*Budgeting*

*Payroll*

*Internal Audit*

*Physical Plant* (Building Maintenance, Custodial, Facilities Planning, Grounds)
Purchasing/Accounts Payable
Warehousing and Distribution

Facilities
The Board of Trustees held a retreat on October 3 & 4, 2003, and reviewed a preliminary report on facilities and District Capital Projects. There was agreement that the facilities department, under the new interim director, would be working directly with colleges and their facilities committees. The interim Director will be establishing internal policies and procedures for architectural programming as a way of integrating facilities and educational programs.

Communications
Communications throughout this process will occur at the district and college levels and include faculty, staff, and students. CIPD will have an active role in this process. This is an excellent representative group and has many members who sit on the other shared governance committees both at the district as well as the colleges.

The Interim Chancellor has established a Group of Advisory Faculty (GAF) as a way to disseminate information and facilitate some process. He has also re-established the Chancellor’s Policy Advisory Committee (CPAC) that will be meeting throughout the spring semester.

College Response
Institutional Planning and Development
The District Office of Research & Institutional Development will assist the colleges in identifying institutional effectiveness indicators with measurable outcomes to evaluate them. These indicators will be examined on an annual basis providing the colleges with data about their performances and recommendations to strengthen the colleges. Before these indicators are adopted they will be discussed among faculty and staff.

This office will also provide training each semester to college faculty and staff on retrieving, analyzing and interpreting data. This information will be the basis for their college planning, staffing requests, budgeting, and program review.

Program Review training for faculty and staff of programs undergoing review during the fall 2003 semester was conducted by the District Research staff on October 8, 2003. The district librarians have prepared guidelines for the review of Libraries in Spring 04 and training for that program review was provided on February 18, 2004.
Budget Development Process
College members are currently on a Budget Process Development team which is charged to create protocols for district budget spending. On an on-going basis thereafter, the college will actively be represented on a District Budget Process Planning Committee consisting of administrators, faculty and classified staff from all four colleges. This committee started meeting in December 2003 and has continued until the end of February, 2004. The intent of the group is to come up with a model, so that if approved by the Board in March, could be applied to the next budget year.

The college should maintain control of categorical funds. Money that is used for current categorical funds, such as matriculation, will be recommended to be part of college budget.

The college will manage as effectively as possible, the budget it receives from the district each year. Guidelines will be developed by the CoA budget committee agreeing on cuts or augmentations, by 5%, 10%, etc. in the spirit of supporting institutional goals and objectives.
District Recommendation Two

The team recommends that the Peralta Community College District provide a detailed and concrete plan that clearly identifies the steps, timelines, and measurable actions that are being undertaken by the district to provide funding for the long-term liability posed by health care benefits. (Standard 9.C.1)

At its June 11-13, 2003 meeting, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, accepted the following special report concerning our unfunded liability.

1. Collective bargaining has begun with our three labor unions to address the changing provisions of our collective bargaining agreements affecting health and benefits costs.
   a. Consideration of a two-tier set of health plans, whereby new employees would participate in lower-cost plan.
   b. Increasing the co-pays on our health insurance policies to lower plan costs.
   c. Establishing a premium cap, above which employees would participate in the cost of insurance.

2. Consideration in the budget process of finding additional revenue through the sale of land, which will be dedicated to the un-funded liability.

3. A budgetary commitment for fiscal year 2003-04 has been made to begin funding at some definite amount. Status Report: on initiatives listed above a one-year letter of agreement with Peralta Federation of Teachers agreed to continue negotiations over health benefits and established the framework for a two-tier system for all new hires after July 1, 2003. (see side letter agreement) The Health Benefits committee is continuing to meet, as are all bargaining units.

4. The district wide health benefits committee, comprised of representatives of the various constituent groups is reviewing health benefit and retirement plans to reduce costs.

The unfunded liability has many components. An updated actuarial study has begun with the completion date of February 2004. This information will be used to establish a more precise accounting of the unfunded liability. With the revised report and accounting data, the District will be able to clearly negotiate with the three labor unions and make better long-range plans and goals to address this issue.

College Response
College of Alameda notes about the District plan:

1. Collective bargaining. The district has cast its first strategy around negotiating a new, tied system with the PFT and a premium cap with Local
790 for future health benefits. There will be a new actuarial report, which will quantify the current liability. However there is no guarantee as to the outcome of these negotiations.

2. **Sale of land.** No conclusion has been made about pursuing land sales and no action has been taken indicating moving forward in land sales direction.

3. **Budgetary commitment 2003-04.** The district has identified in this adopted budget, a special reserve for medical liability that may be used for the unfounded liability. The reserve shows a balance in 2003-04 of $3.7 million but the actual reserve amount will be available after the new actuarial report is complete. A review of the district's systems indicates that much money is lost due to the inefficiencies of its antiquated employee manual and computer accounting systems. The system has been responsible for considerable losses. It is of paramount importance that the district continues to makes strides in improving its record keeping regarding retirees and employee benefits in general.

One area of progress that should benefit all employees who quality to enroll in Medicare has been undertaken as a joint effort of the PFT and the district administration. Additionally, those employees who do not qualify should be informed of the STRS program that will cover Medicare Part A.

4. **District Wide Health Benefits Committee.** The college will continue to support this committee to help reduce health care costs.

College of Alameda encourages the district to continue moving in this positive direction of funding the long-term health care benefits. The college will support the district by making all updated healthcare information available to faculty and staff. In addition, the college will continue to promote a healthy working environment.
District Recommendation Three

The team recommends that the Board of Trustees move expeditiously to appoint an interim chancellor and begin the process of recruiting a permanent chancellor. The team further recommends that the Board of Trustees direct the new chancellor to make stability of both college and district administrative personnel a priority. (Standards 10C.1)

At its March 25, 2003 meeting, the Peralta Board of Trustees appointed Mr. Elihu Harris as interim Chancellor effective March 26, 2003 through April 30, 2004.

At its retreat of October 3 & 4, 2003, the Board took the following action: It is the consensus of the Board of Trustees that it will meet prior to November 1, 2003 to discuss and take possible action to select from options available regarding the hiring of a permanent chancellor.

A special meeting of the Board of Trustees was held on October 21, 2003. David Viar, Executive Director of the Community College League of California, facilitated a Board discussion with regard to the various approaches to a Chancellor search process. At this same meeting, the Board of Trustees voted to move forward in a search for a permanent chancellor.

A special meeting of the Board of Trustees was held on December 1, 2003, for the purpose of considering proposals of executive search firms to assist the Board in the search for a chancellor.

On December 9, 2003, at it regular meeting, the Board of Trustees selected The Hawkins Company as consultant to assist the Chancellor Advisory Search Committee in identifying candidates. They further adopted chancellor search procedures and established a tentative search timeline.

On December 18, 2003, the Search Committee membership was established which included representation from the Peralta Federation of Teachers, the Academic Senate, SEIU Local 790, International Union of Operating Engineers Local 39, the Classified Senate, administrators and student trustees.

On January 14, 2004, the President of the Board of Trustees notified the State Chancellor's Office that the District is conducting a chancellor search. It is anticipated that the search process will take several months to complete.

A request was also made that the State Chancellor approve an extension to the one-year interim appointment of Chancellor Harris through July 31, 2004 or until a Chancellor is appointed, whichever is earlier. The request was granted and reported at the February 10, Board of Trustee meeting.
College Response
College of Alameda welcomes the process for recruiting a permanent chancellor to the Peralta Community College District. CoA has a faculty representative serving on the Chancellor's Search Committee.

During the current semester, the college has advertised two (2) full-time, permanent administrative positions, Vice President of Instruction and Instructional Division Dean, in order to contribute to the administrative stability at College of Alameda.
District Recommendation Four

The team recommends that the Board of Trustees adhere to its appropriate functions and policy orientation, and rely upon the district chancellor for recommendations affecting the organizations of the district as well as the hiring, retention and termination of all categories of district and college staff. The team further recommends that the Board of Trustees clearly identify and widely disseminate the roles and responsibilities assigned to the district administration and those assigned to the college administration so that the appropriate responsibility and authority and related accountability standards are established. (Standards 10A.3, 10A.4, 10C. 1, 10C.2, 10C.3)

At its retreat of October 3 & 4, 2003, the Board of Trustees held a self-evaluation with a facilitator, Dr. Barbara Belks.

Mr. Lynn Baranco was elected President of the Peralta Board of Trustees at the annual organizational meeting on December 9, 2003. Mr. Baranco strongly concurs with this recommendation. Baranco said, “during my term as President of the Board, it is my intent to follow this recommendation to the letter by encouraging trustees to focus on policy and delegating organizational structure to the chancellor of the district.” Baranco further stated that he has scheduled a retreat for early February to set two or three achievable goals for this year that the chancellor will be required to execute with clear goals and objectives by which to measure his performance. He will consult with the chancellor to set long-range goals for the district.

At the January 13, 2004 meeting, Baranco announced plans for a restructured board committee. During 2003 there were five standing committees five ad hoc committees and five external committees. Under President Baranco’s leadership there are now six standing committees, two ad hoc committees and five external committees.

A special meeting of the Board, focusing on the Health Benefits including the unfunded liability will be held February 17, 2004.

A special meeting of the Board, focusing on the budget is scheduled for February 27, 2003.

A board retreat is scheduled for March 5-6, 2004 to evaluate the Mission, Vision, Values, and goals of the district.

College Response
College of Alameda encourages the board of Trustees to continue to work on this recommendation in order for members to better understand their role as policy makers.
Appendix

Standard Two: Customer Satisfaction Survey Process

Background:
Customer Satisfaction survey cards are a valuable tool in assessing the performance of court staff and court policies and procedures. The following procedure provides a formal process for reviewing and following up on customer satisfaction survey cards.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Survey cards are retrieved on a weekly basis and given to Division Chief</td>
<td>Customer Service Representative</td>
</tr>
<tr>
<td>2</td>
<td>Cards are reviewed for:</td>
<td>Division Chief</td>
</tr>
<tr>
<td></td>
<td>- General trends</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Staff cited for good or better performance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Critical comments</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Comments are shared with Court Section Supervisors and management:</td>
<td>Division Chief</td>
</tr>
<tr>
<td></td>
<td>- Personally acknowledges staff cited for good or better performance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Follows-up on negative comments, including personal follow-up with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>those customers requesting personal contact</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cards containing negative comments are annotated to reflect that</td>
<td></td>
</tr>
<tr>
<td></td>
<td>customer was contacted; and cards are forwarded to Trial Court</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Court Administrator</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Reviews survey cards, forwards to Operations and Administrative Chief</td>
<td>Trial Court Administrator</td>
</tr>
<tr>
<td></td>
<td>as appropriate and forwards to Court Administration staff for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>updating of quarterly report.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Tabulates incoming survey cards</td>
<td>Court Administration Staff</td>
</tr>
<tr>
<td>6</td>
<td>Issues e-mail to All WWM/AEB Staff including:</td>
<td>Trial Court Administrator</td>
</tr>
<tr>
<td></td>
<td>- Percentage of positive and negative responses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Names of staff personally named on cards</td>
<td></td>
</tr>
</tbody>
</table>
Standard Two: Class Schedule Production Deadlines
(Memorandum)

PERALTA COMMUNITY COLLEGE DISTRICT
Department of Marketing, Public Relations and Communications

Memorandum

TO: Vice President of Instruction, College of Alameda
   Vice President of Instruction, Laney College
   Vice President of Instruction, Merritt College
   Vice President of Instruction, Vista Community College

COPY: Chancellor
   President, College of Alameda
   President, Laney College
   President, Merritt College
   President, Vista Community College
   Senior Vice Chancellor, Administration and Financial Services
   Senior Vice Chancellor, Educational Services
   Associate Vice Chancellor for Admissions and Records and
   Student Services
   Vice President of Students, College of Alameda
   Vice President of Students, Laney College
   Vice President of Students, Merritt College
   Vice President of Students, Vista Community College
   Data Processing
   Marketing Coordinator
   Public Information Officers

FROM: Jeffrey Heyman, Executive Director
       Marketing, Public Relations and Communications

DATE: May 20, 2003

SUBJECT: Production Deadlines: 2004 Class Schedules

Please find attached to this memorandum the production deadlines for 2004 Spring,
Summer, and Fall class schedules. As with previous production periods, you will
continue to have two reviews of the draft schedules and there will be only one class
listings download from the mainframe for each schedule. This worked very well during
the last two production periods, as it lessens confusion about class information and
ensures a more up-to-date class schedule.

Thank you for making every effort to meet these deadlines so that we can ensure that
class schedules get into the hands of our students on time.

As always, please telephone me at 7369 should you have any questions about the class
schedules.
Production Deadlines
Spring 2004 Class Schedule

Mon., 25 Aug 03 (4:30 PM): All schedule content, including "wrap-around" material, president's greeting, revised phone listings, student services information and college ads due in electronic form. (Note: Ad copy of 75 words each for five ads per college in the district schedule and u to 15 ads for individual college schedules.)

Mon., 8 Sept 03 (4:30 PM): First draft of wrap-around material and class listings ready for pickup by colleges. (Note: An unformatted report of class listings will be provided for college review. Changes to the listings should be made by Office of Instruction staff directly on the mainframe prior to the download date, noted below.)

Mon., 15 Sept 03 (9:00 AM): College revisions of wrap-around delivered to Marketing Department; course listing changes made to mainframe by Office of Instruction.

Mon., 15 Sept 03 (Noon): Course listings downloaded from mainframe.

Mon., 22 Sept 03 (9:00 AM): Final schedule layout draft, including paginated class listings, ready for pick-up by colleges.

Wed., 24 Sept 03 (4:30 PM): Final revisions returned to Marketing Department. (Note: Minor corrections only. No changes after this deadline.)

Fri., 31 Oct 03 (3:00 PM): Schedules delivered to district warehouse.

Tues., 11 Nov 03: Enrollment begins for DSPS, EOPS.

Thurs., 13 Nov 03: Enrollment begins for continuing students.

Tues., 25 Nov 03: Enrollment begins for new students.

Thurs., 15 Jan 04: Spring classes begin.
Standard Two: Schedule Deadlines (Memorandum)

COLLEGE OF ALAMEDA
OFFICE OF INSTRUCTION

MEMORANDUM

DATE: October 31, 2003

TO: Peter Simon & Thomas Orf

FROM: Cecilia Cervantes, President

RE: College of Alameda Schedule Deadlines (Summer/Fall of 2004)

The Summer, 2003 & Fall, 2003 Schedule of Classes (report SB300 with Census enrollments) for you to use as a tool to plan the Summer and Fall 2004 schedules of classes and the Cloned Schedules of Summer, 2004 & Fall, 2004 (report SB282) are attached. The following are the scheduling deadlines for Summer, 2004 & Fall, 2004:

<table>
<thead>
<tr>
<th>SUMMER OF 2004</th>
<th>FALL OF 2004</th>
<th>DATE</th>
<th>DUE DATE</th>
<th>WRKG DAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cloned Schedules to Divisions</td>
<td>10/31/03</td>
<td>11/21/03</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Office of Instruction Processes Schedule</td>
<td>11/24/03</td>
<td>11/26/03</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>First Set of Proofs to Division Deans</td>
<td>12/1/03</td>
<td>1/2/04</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>(Review with Faculty; submit corrections)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of Instruction Processes Schedule</td>
<td>1/5/04</td>
<td>1/9/04</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>1351 Cost Spreadsheet Due</td>
<td></td>
<td>1/16/04</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Second Set of Proofs to Division Deans</td>
<td>1/12/04</td>
<td>1/30/04</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Final Changes</td>
<td></td>
<td>2/4/04</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Final Changes are in &amp; Preliminary Schedule Dump</td>
<td></td>
<td>2/9/04</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

CC: Cecilia Cervantes
    Jeff Heyman
    Kerry Compton
    Herb Kitchen
    Howard Perdue

AT:alp
File: m04tmln.doc
Standard Six: Library Program Review Guidelines

PROGRAM REVIEW GUIDELINES
LIBRARY
DRAFT
OCTOBER 2003

I. Overall Description and Assessment of the Program
1. Describe the program's mission, goals, and objectives.
2. Identify the missions and goals of the college, which the program addresses.
3. Describe any unique characteristics, concerns or trends affecting the program, and any significant changes or needs anticipated in the next three years. Remember that this is a broad general assessment versus the more detailed responses and recommendations for both long term and short term covered in the four emphases areas that follow.

II. Instructional Program
A. Courses
1. List courses offered and the dates of the most recent course outline update.
2. If course outlines have not been updated in the last six years, they are to be updated as part of this program review.
   A. Include a description of the program's methods for evaluating the contents of course offerings (e.g. is the curriculum current, appropriate and effective?)
   B. Include incorporation of student-learning outcome measures.
3. Describe how the course outlines have been updated to follow Title V regulations (e.g. prerequisites, co-requisites, advisories, and VTEA recommendations).
4. With what institutions have the courses in this program been articulated? Validate through ASSIST and/or CAN.
5. What methods are used to maintain the integrity of academic standards and achieve consistency within the instructional program?
6. To what extent are writing skills and critical thinking reinforced in this program?

B. Orientations/ Workshops/ Reference Services
7. What has been done to study the appropriateness of integrating information competency into degree and/or certificate program requirements at the college?
8. To what extent are information competency skills reinforced in the instructional program?
9. In what ways do courses, orientations, and workshops support general education and other college instructional programs?
10. What procedures are being used to assure that the instructional program is adequately meeting the needs of students?
11. Describe the profile for students served in the program's courses, orientations, and workshops for the past three years. (Sheryl Queen at the district Office of Research and Development can provide this information if we provide class codes and semesters for class orientations.)
12. How are goals established for student learning and what methods are used to assess whether the goals are met? (How do we know students have learned what we have taught?) Identify student-learning outcomes for courses and programs.
13. To what extent is the program encouraging the use of successful and innovative teaching methodologies/instructional strategies that involve students in the learning process?
14. How has technology affected your delivery of instruction?
15. What instructional initiatives have been used to increase the program's FTES? (e.g. alternative scheduling, telecourses, distance education, faculty/librarian collaboration)

Recommendations for this area:
III. Evaluation of Collections, Equipment, and Facilities

1. Describe the strengths and weaknesses of your book, periodical, media, and electronic collections in support of the college's current curriculum (include criteria used for assessment). Compare to minimum ACRL Standards for Community, Technical, or Junior College Libraries or California Code of Regulations Title V, Article 3, Section 58722.

2. What procedures are being used to assure that the collections are adequately meeting the needs of students and faculty?

3. Describe acquisition and utilization patterns for collections and services for the past three years.

4. What procedures are being used to assist students and faculty in obtaining information not available through current library resources?

5. Describe the quality of equipment and software used to access library resources (include criteria for assessment).

6. Do program facilities and equipment (library, classroom, lab) effectively support your programs and services (include how effectiveness is measured)?

Recommendations for this area:

Identify goals, objectives and plans for this area (1-5 years):

IV. Staffing and Fiscal Support

1. What staffing factors influence the effectiveness of the program?

2. Are current staffing patterns adequate for all services and activities? Compare to minimum ACRL Standards for Community, Technical, or Junior College Libraries or California Code of Regulations Title V, Article 3, Section 58724.

3. What areas of focus have been provided within the last two years for staff development and what plans are being identified for future staff development?

4. What evidence is there that faculty are staying current in their respective disciplines and instructional methodologies? (For example, workshops, conferences, course work, related work experience, advanced degrees.)

5. What budgetary factors influence the effectiveness of your program (include how budgetary effectiveness is measured)? Consult Bowker Annual of Library and Book Trade Almanac for average price of U.S. college books, periodicals, and videotapes.

6. If collection size does not meet Title V minimum standards for your current FTES, describe the funds needed to bring collection to this standard.

7. Describe budget allocations and expenditure patterns for the past three years.

Recommendation for this area:

Identify goals, objectives and plans for this area (1-5 years):

V. Accreditation


1. Individually list each recommendation that relates to your program.

2. Indicate how your program is addressing each one of these items.

Recommendation for this area:

Identify goals, objectives and plans for this area (1-5 years):

Draft updated: 10/23/03 mfm
Standard Seven: Full-Time Tenured Faculty Evaluations Division I
(Memorandum)

MEMORANDUM
Division 1

DATE: November 18, 2003
TO: Full-Time Faculty
FROM: Peter Simon, Division Dean

SUBJECT: Full-Time Tenured Faculty Evaluations

As you know, each tenured faculty member is evaluated by their peers once every three years. Enclosed is a grid showing the evaluation clusters – reflecting the teams that have been in place and updated groupings that were established in a meeting between myself, representatives from the Academic Senate and the Peralta Federation of Teachers. I have also included copies of “Tenured Faculty: Evaluation Policy and Procedures” (Board Policy 3.30B) for your reference.

The steps included in the Tenured Faculty Evaluation include:

Administration of Student Evaluations in at least two of the faculty member’s classes.

Classroom Observations – coordinated by Cluster Chair.

Faculty member scheduled for evaluation completes a Self-evaluation Form (after having the opportunity to review the summary of Student Evaluations and colleagues’ Classroom Observations.

Administrative Evaluation – completed by Division Dean.

Summary Report – Written by Evaluation Team (Cluster).

Our goal is to have all of the Tenured Faculty Evaluations completed by April 1, 2004. While there is not a great deal of time left in the Fall 03 semester to accomplish these tasks, I would encourage you to embark on the process by contacting the other faculty in your cluster to map out a schedule to complete all of the elements.

Please refer to the enclosed “Tenured Faculty: Evaluation Policy and Procedures” for additional details for each of these required components. I will be in contact with each faculty member scheduled to be evaluated to set up a time for me to conduct a classroom observation. In addition, I will be in touch with the Chair of each Cluster. If you have any questions please contact me at 748-2318 or by email at psimon@peralta.cc.ca.us

Cc: Dr. Cecilia Cervantes, President
Standard Seven: 2003-2004 Part-Time Evaluations, Division II (Memorandum)

October 5, 2003

To: FT Faculty

From: Thomas M. Orf, PhD – Dean of Division II

Subject: Part Time Evaluations

Due to recommendation during our accreditation visit, we are required to have evaluations from all of our part time faculty. As per contract, each full time faculty member is required to 1) sit in the classroom of part time faculty and fill out the faculty evaluation sheet; and 2) hand out student evaluations. You have been assigned the following part time faculty for this semester:

<Evallee1>
<Evallee2>
<Evallee3>
<Evallee4>
<Evallee5>

Please contact the above faculty to schedule time (and to see if they approve you as the FT faculty member evaluating them). Each PT faculty has one refusal. Attached is a copy of the timeline which needs to be completed.

Please have these evaluations completed by the first week of December. If you need any additional information, please do not hesitate to contact me. Thank you in advance for your cooperation.
Standard Seven: Draft: Classified Hourly Employee Evaluation Form

College of Alameda
DRAFT
555 Atlantic Ave
Alameda, CA 94501

CLASSIFIED HOURLY EMPLOYEE Performance Evaluation Form

Employee Name ___________________________ Date: ________________

(Last) (First)

Department: ____________________________ Supervisor: ____________________________

Job Title: ____________________________ Employment Dates: ____________________________

General Factors: On a scale of 1-3, indicate how well expectations are being met (1 = Exceeds Expectations, 2 = Meets Expectations, 3 = Does Not Meet Expectations, NA = not applicable)

1. Interpersonal skills ..............................................
2. Motivation/Initiative...........................................
3. Work ethic/Attitude...........................................
4. Punctuality/Attendance......................................
5. Communication skills......................................
6. Customer Services Skills.................................
7. Knowledge of job duties...................................
8. Overall performance......................................
9. Supervisory skills...........................................
10. Other ............................................................

Supervisor Comments (include information on any additional special projects):

____________________________________________________________________________________

____________________________________________________________________________________

Classified Hourly Employee Comments:

____________________________________________________________________________________

____________________________________________________________________________________

I have participated in and have read the above evaluation, and have a copy for my records.

Supervisor's Signature ___________________________ Date ________________ Employee's Signature ___________________________ Date ________________
Standard Seven: Job Specification: Student Instructional Lab Aide

Definition:
Under general supervision of computer lab instructor, to do instructional assistance work, requiring the exercise of considerable initiative, quality service knowledge and judgment, computer hardware and software savvy and to do related work as required.

Distinguishing Features:
The majority of the duties assigned fall into the following three categories:
1. Positions responsible for regularly eliciting information from or giving information to students in various stressful situations involving face-to-face personal contact.
2. Positions responsible for resolving problems related to computer usage and problems occurring in lab lessons.
3. Positions which require a specialized or through knowledge of broad and complex procedures, systems, rules, codes, and policies in order to perform their assigned duties.

Examples of Duties:
The following are the duties performed in this classification:
- Show up on time. Plan on staying the entire lab session. If late, call instructor. Call instructor if you are unable to make it to work.
- Prepare lab room – checking to see if computers have internet and printer access, chairs, working software and hardware, each unit has a "Help" sign.
- Advise students not to drink or eat in the lab.
- Prepare lab lesson ahead of the designated work time to be aware of the lesson.
- Upon lab session ending, make sure computers are turned off, chairs are put in order. Problems with computers and software are noted in a log.
- Distinguish between a system problem (computer or hardware error) and student error. If the latter, advise student of what their errors might be and lead them to resolve the problem themselves.

Minimum Qualifications:
- The equivalent of one unit of the course "Help Desk" or one year of experience in lab work. The "Help Desk" course can be taken simultaneously with the lab assignment.
- The inclusion on student's transcript of having taken the course he/she is assisting with, or the equivalent.

Knowledge and Abilities
Knowledge of:
- Modern office practices and procedures and standard computer lab equipment operations
- Thorough or specialized program knowledge of computer subject he/she is the aide for.
Abilities:
- Technical skills and demonstration for enthusiasm for computer related hardware and software
- Dependability and reliability
- Analysis and problem solving
- Oral communication including listening skills
- Decision-making and initiative
- Interpersonal sensitivity
- Adaptation to stress
- Time and task management
- Planning, organizing and coordinating
- Working independently
Standard Seven: Contract Between Students and Lab Instructors

Student:
I have read and understand the following definition and duties re the position: Student Instructional Lab Aide.

Definition:
Under general supervision of computer lab instructor, to do instructional assistance work, requiring the exercise of considerable initiative, quality service knowledge and judgment, computer hardware and software savvy and to do related work as required.

Examples of Duties:
The following are the duties performed in this classification:

1. Show up on time. Plan on staying the entire lab session. If late, call instructor. Call instructor if you are unable to make it to work.
2. Prepare lab room – checking to see if computers have internet and printer access, chairs, working software and hardware, each unit has a “Help” sign.
3. Advise students not to drink or eat in the lab.
4. Prepare lab lesson ahead of the designated work time to be aware of the lesson.
5. Upon lab session ending, make sure computers are turned off, chairs are put in order. Problems with computers and software are noted in a log.
6. Distinguish between a system problem (computer or hardware error) and student error. If the latter, advise student of what their errors might be and lead them to resolve the problem themselves.

I will work my best to develop the following skills:
- Technical skills and demonstration for enthusiasm for computer related hardware and software
- Dependability and reliability
- Analysis and problem solving
- Oral communication including listening skills
- Decision-making and initiative
- Interpersonal sensitivity
- Adaptation to stress
- Time and task management
- Planning, organizing and coordinating
- Working independently

_________________________________________ Date: ____________________
Student Signature

Instructor:
I will help student develop TECHNICAL and SOFT skills needed as listed in the Job Specification and assess his/her performance weekly, advising areas that need improvement.

Instructor will explain skills definition (see evaluation) and give students copy:

I will sign bi-weekly student time sheet and evaluate absenteeism and tardiness and make notations and advise students of concerns in this area.

_________________________________________ Date: ____________________
Instructor Signature
Standard Seven: Supervisory Duties of Lab Instructors

1. Sign bi-weekly time sheets, noting absentee and tardiness. Inform student of problems in attendance.

2. Instruct student about lab assignments, giving him/her a copy of schedule for semester at beginning of the semester. When appropriate, lend lab book to student aide.

3. Instructor will advise student of changes in lab assignments.

4. Instructor will evaluate the performance of each student aide, according to Student Aide Evaluation Form.
## Standard Seven: Student Aide Evaluation Form

**Student:** ____________________________  **Lab Assignment:** ____________________________

**Semester:** ____________________________  **Instructor:** ____________________________

**Rate the following skills by putting a 1, 2, or 3 in the first column:**

1. Excellent
2. Average
3. Needs Improvement

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem solving skills</td>
<td>Ability to solve a variety of problems; ability to solve a high volume of problems; ability to research and solve problems never encountered previously; asks good questions; tries multiple approaches</td>
</tr>
<tr>
<td>Quality service skills</td>
<td>Demonstrates empathy for customer; serves customer well; follows up with customer to ascertain satisfaction with solution, especially when closure not evident</td>
</tr>
<tr>
<td>Technical skills</td>
<td>Good technical knowledge: able to solve a variety of problems; understands the products being supported; ability to learn new products quickly because of broad technical skills</td>
</tr>
<tr>
<td>Verbal communication skills</td>
<td>Composes and presents thoughts in a coherent manner; avoids pauses on the phone, identifies level of audience and speaks to that level</td>
</tr>
<tr>
<td>Listening skills</td>
<td>Correctly interprets information; gets pertinent details; selects and documents key points; leads questions and discussion to the key problem</td>
</tr>
<tr>
<td>Demonstrated enthusiasm for computers and technical support</td>
<td>When performing a task, enjoyment is evident through conversation and body language; some level of intensity is evident when discussing or working on computers</td>
</tr>
<tr>
<td>Ability to learn quickly and be self-directed in learning</td>
<td>Understands how to learn; able to apply new learning to a variety of situation; takes notes during training; systematic in review of material; takes initiative to learn new things; sets challenging goals; reviews goals and addresses them effectively; completes labs</td>
</tr>
<tr>
<td>Ability to work with minimal or no supervision</td>
<td>Usually makes the right decision; communicates well with supervisors about tasks; finds work to do</td>
</tr>
<tr>
<td>Appropriate initiative</td>
<td>Understands job description and expectations; not afraid to try a new solution; knows when to ask for help of discuss a strategy with supervisor; finds appropriate extra tasks to do</td>
</tr>
<tr>
<td>Reliability</td>
<td>Arrives on time for classes, shifts, and staff meetings; follows through with promises to customers; completes tasks as promised; communicates appropriately when promises cannot be fulfilled</td>
</tr>
<tr>
<td>Ability to handle conflict professionally</td>
<td>Handles conflicts logically; uses appropriate communication methods for resolving conflicts; takes appropriate initiative to solve conflict</td>
</tr>
<tr>
<td>Able to accept &amp; appropriately act on suggestions for improvement</td>
<td>Works with supervisors to produce outcomes as identified; actively participates in developing strategies for improvement</td>
</tr>
<tr>
<td>Time management</td>
<td>Starts on time; efficiently manages time; adjusts schedule as required by tasks; prioritizes daily tasks; prepares personal schedule; completes tasks at time promised or by standard set by supervisors</td>
</tr>
<tr>
<td>Task management</td>
<td>Ability to analyze situation and formulate a task sequence; affected parties are informed and updates; ability to generate and maintain task statuses reports; ability to manage multiple tasks and prioritize appropriately</td>
</tr>
<tr>
<td>Organization</td>
<td>Able to work using a step-by-step process; keeps organized notes; has system for keeping track of tasks</td>
</tr>
<tr>
<td>Quality of interaction with peers, customer, and supervisors</td>
<td>Interacts with courtesy and respect; demonstrates empathy for customers; supports peers; interacts professionally with all groups of people</td>
</tr>
<tr>
<td>Ability to Mentor/teach other students and clients</td>
<td>Teaches others new skills; takes initiative to help peers; teaches customers new skills</td>
</tr>
</tbody>
</table>

**Other Instructor comments (related to recommending student for hire):**

________________________________________________________________________

________________________________________________________________________

**Instructor Signature**

______________  ______________
STUDENT EMPLOYEE
Performance Evaluation Form

Student's Name _________________________________ (Last) (First)

Date: __________________________

Department: ______________________ Supervisor: ______________________

Job Title: _______________________________ Employment Dates: ____________

General Factors: On a scale of 1-3, indicate how well expectations are being met (1 = Exceeds Expectations, 2 = Meets Expectations, 3 = Does Not Meet Expectations, NA = not applicable)

1. Interpersonal skills ................................................... ____
2. Motivation/initiative ................................................... ____
3. Work ethic/attitude ................................................... ____
4. Punctuality/attendance .............................................. ____
5. Communication skills .............................................. ____
6. Customer services skills ......................................... ____
7. Knowledge of job duties .......................................... ____
8. Overall performance .............................................. ____
9. Supervisory skills ................................................... ____
10. Other ................................................................... ____

Supervisor Comments (include information on any additional special projects):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I have participated in and have read the above evaluation, and have a copy for my records.

Supervisor's Signature ______________________ Date _______ Student's Signature ______________________ Date _______
### Goals & Objectives

<table>
<thead>
<tr>
<th>Number</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication</td>
</tr>
<tr>
<td>2</td>
<td>Improve student retention, success, inclusion of at-risk students</td>
</tr>
<tr>
<td>3</td>
<td>Curriculum improvement meeting student &amp; community needs: preparation for basic skills, work or 4 year institution</td>
</tr>
<tr>
<td>4</td>
<td>Administrative Services - timeliness, customer service, technology</td>
</tr>
</tbody>
</table>

### Cross Reference to Goals and Objectives

<table>
<thead>
<tr>
<th>Statement</th>
<th>Refers to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission</td>
<td></td>
</tr>
<tr>
<td>Comprehensive, flexible, each student able to reach their goals</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Values</td>
<td></td>
</tr>
<tr>
<td>Educational excellence</td>
<td>3</td>
</tr>
<tr>
<td>Supports student needs</td>
<td>2, 4</td>
</tr>
<tr>
<td>Encourages teamwork and active learning</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Empowers innovation</td>
<td>3</td>
</tr>
<tr>
<td>Extends opportunities in technology</td>
<td>3, 4</td>
</tr>
<tr>
<td>Respects diversity</td>
<td>1</td>
</tr>
<tr>
<td>Vision</td>
<td></td>
</tr>
<tr>
<td>Creative, ethical, inclusive environment - students develop their abilities as thinkers, workers, and citizens of the world</td>
<td>1, 2, 3, 4</td>
</tr>
</tbody>
</table>
Standard Nine: Cross Tabulation Worksheet (Draft Example)

<table>
<thead>
<tr>
<th>Goals and Objectives to Educational Master Plan Cross-Tabulation Worksheet</th>
<th>Instructional Goals &amp; Objectives</th>
<th>Use Analysis</th>
<th>Integration</th>
<th>Immediate Need</th>
<th>Need By 2007</th>
<th>Long-Term Need</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Communication, Retention, Risk, Curriculum, Skills, Work, Prep</td>
<td>Department Weighted Total</td>
<td>Use of Prior Allocations</td>
<td>Unusual Need</td>
<td>Realistic Request</td>
<td>Integrates w/ Goals &amp; Objectives</td>
</tr>
<tr>
<td>Weighted Multiplier</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>8</td>
<td>6</td>
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<tr>
<td>Div Department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I Crafts</td>
<td>1</td>
<td>10</td>
<td>2</td>
<td>20</td>
<td>1</td>
<td>10</td>
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<tr>
<td>II Communication</td>
<td>8</td>
<td>60</td>
<td>1</td>
<td>10</td>
<td>3</td>
<td>30</td>
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<tr>
<td>I Exercise</td>
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<td>50</td>
<td>5</td>
<td>50</td>
<td>2</td>
<td>20</td>
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<tr>
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<td>40</td>
<td>6</td>
<td>60</td>
<td>4</td>
<td>40</td>
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<tr>
<td>I Psychics</td>
<td>2</td>
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<td>1</td>
<td>10</td>
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<td>60</td>
<td>6</td>
<td>60</td>
<td>6</td>
<td>60</td>
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<tr>
<td>II Dead Languages</td>
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<td>60</td>
<td>5</td>
<td>50</td>
<td>5</td>
<td>50</td>
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<tr>
<td>II Fish and Game</td>
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<td>20</td>
<td>5</td>
<td>50</td>
<td>4</td>
<td>40</td>
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</tbody>
</table>

This is an example only; department names and all figures are fictitious. For anticipated completion of actual cross-tabulation, see Table 12.

NOTES:
- Goals and Objectives are rated in relationship to the college's mission, goals and values as described in the main text of this document.
- Use Analysis is rated in relationship to the Educational Master Plan.
- Integration is rated based on the average scores in the Goals and Objectives section.