COLLEGE OF ALAMEDA

College of Alameda

Institutional Self-Study in Support of Reaffirmation of Accreditation

Submitted by

College of Alameda
555 Ralph Appezzato Memorial Parkway
Alameda, California 94501

to

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

December 31, 2008

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Spring 2009

George Herring, PH.D.
President (Interim)
College of Alameda

Elihu Harris
Chancellor
Peralta Community College District

Peralta District Governing Board

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Certification

Certification of the Institutional Self Study Report

DATE: November 26, 2008

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

FROM: College of Alameda
555 Ralph Appezzato Memorial Parkway
Alameda, California 94501

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

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

Signed,

Cy Gulassa	President, Governing Board
Elihu Harris	Chancellor, Peralta Community College District
George Herring, Ph.D.	President (Interim), College of Alameda
Jannett Jackson, Ph. D.	Vice President, Instruction Accreditation Liaison Officer
Debra L. Banks, Ph.D.	Self Study Chairperson
Patricia Dudley, D.C.	Self Study Chairperson
David Sparks, M.M., M.L.I.S.	Self Study Chairperson
Carlotta Campbell, M.Ed., M.A.	President, COA Academic Senate
Brenda Lewis-Franklin	President, Classified Council
Lay Um	President, Associated Students

Abstract of the Self Study

Since the last accreditation cycle, College of Alameda (COA) has made substantive changes. The college has begun to incorporate research in all areas of institutional planning. The Mission Statement and related statements of Vision, Values, and Goals have been created. Institutional Learning Outcomes have been established and made central to department planning. The current strategic planning and budget process has been designed to include and to utilize all of these planning documents.

With the passage of local Measure A, funds for equipment, supplies, construction, and remodeling have helped the college implement its goals. The remodeled Administration building houses a state-of-the-art Student Services Center that will provide a spectrum of services in one location. Other plans include remodeling of classrooms into high tech "smart classrooms." Moreover, technology changes have been made in the physical plant and in the instructional and student service processes.

Challenges for the next accreditation cycle include increasing transparency of college and district policies and procedures; insuring prompt, consistent, and comprehensive communication; further developing shared governance processes; and increasing the stability of college leadership.

Standard IA: Mission
This standard explains the actions COA has taken, prompted by the 2003 Self-Study, to develop a Mission Statement and to design a six-year cycle for reviewing and updating it. The Mission Statement and related directional statements of Vision, Values, and Goals were created in 2005 as a first step in revising the college planning process. The Mission/Vision, and Values will be reexamined starting in the spring of 2009, a process that will help guide the college master planning process for the next six years.

During the college-wide dialogue that led to the creation of the Mission Statement and related documents, seven Institutional Learning Outcomes (ILOs) were developed to serve as foundation skills and competencies that students will bring to the community from their experience at College of Alameda. The development of the ILOs took place in 2006 and 2007; the process included faculty, staff, students, and administrators.

The college has begun to utilize various college and district research data and surveys for analysis and planning. These include data on age group, gender, ethnicity, first language, and geographic distribution of students. Additional research sources include the Institutional Climate Survey, the Community College Survey of Student Engagement, the District Environmental Scan, the Accountability Report of Community Colleges, and the California Community Colleges Chancellor's Office data mart. Several individual departments and faculty members have created surveys and other evaluation tools that focus on specific issues including the study, "Research: Why they left" and the Library Program Review Appendices on the website. During spring 2008, a comprehensive and updated College Fact Book encompassing all relevant data for planning was prepared, published, and made available to all college constituents.

Standard IB: Improving Institutional Effectiveness
This standard details the ways in which the college has begun to more effectively organize its key planning processes; moreover, it provides evidence of the goals the college has achieved in student learning through instructional programs and services. Data examined is found in the college's various planning documents as well as the College Catalog, the Schedule of Classes, and the College of Alameda Website. Self-Study surveys show that the communication of information in a clear and consistent manner through electronic and print publications remains an issue of concern for the campus community.

However, faculty and staff actively involved in campus shared governance committees responded positively to the increased dialogue about student learning and institutional planning. Survey respondents noted, too, that the increased availability of thorough and accurate data is a positive analytical step for current and future planning. Self Study surveys also show that lack of training and difficulties associated with the use of technological resources remain causes of their underuse, resulting in poor exchange of information. The need for more effective communication of information and for all-inclusive participation of the campus community in planning processes cannot be over-emphasized.

College surveys and planning documents reflect a commitment to academic excellence, professional ethics, and integrated planning. At the same time, surveys, interviews, and research data reflect a need for continued development and analysis of student learning outcomes; for clarity of institutional procedures; and for a vigorous analysis of data concerning the changing and diverse academic preparedness of our students. Surveys and other research also reflect the need to increase the opportunities for faculty and staff training in using planning tools and data.

Standard II A: Instructional Programs
The instructional division of the college maintains high quality and varied course offerings that meet the needs of the students in accordance with the mission of the college. Courses are offered in person, online, and in a hybrid format. Student learning outcomes have begun to be incorporated into course outlines as overseen by the Curriculum Committee. COA has appointed a Student Learning Outcomes coordinator and the work of an oversight committee has begun. Program review is underway. Unit planning has been instituted and incorporated into budget planning. Now that department chairs have been appointed, the consideration of college-wide systematic program reviews, planning and budgeting has been facilitated.

Challenges faced by the Division of Instruction include the flowing: identifying, delineating and communicating procedures that need specificity; completing student learning outcomes for courses; and beginning the process of writing student learning outcomes for programs and general education requirements; developing the role of department chairs; purchasing and using software to assist in scheduling classes across the district, and developing the process for evaluating all full-time tenured and part-time faculty.

Standard II B: Student Support Services
Student support services address the needs of students and provide a supportive environment that contributes to their success through a number of different and programs. Most Student Services departments have completed-- or are in the process of completing--program reviews. The Student Services Council meets bimonthly; it considers how further integrate the program review of each department into the division overall. In general, student learning outcomes are in place; many have been implemented; and some departments and individual instructors have moved toward analysis of findings with corresponding improvement of services.

Challenges faced by the Student Services Division include the following: identifying, delineating, and communicating procedures that need specificity; assessing and analyzing student learning outcomes; sharing results of evidenced-based practice with other student service departments and with the college as a whole; changing practice to reflect the result of learning outcome analysis; developing and utilizing a process for evaluating all full-time tenured and part-time faculty; and improving communication campus-wide. The PASSPORT system needs to be refined on a regular basis. Additional faculty and staff are needed in the division.

Standard II C: Library and Learning Resources Center
The Library, the Audio Visual Services (AV) and the Learning Resource Center (LRC) offer important services to the college community. The Library provides instructional programs in information literacy as well print and electronic resources and online subscription databases. The Library, AV, and LRC are seeking support for expansion of resources, programs and services. The LRC includes a Writing Lab, a Math Lab and an ESL lab.

Expansion and currency of present resources are hampered by budget constraints; the challenge for the college is to adequately plan for and fund these resources needs. The Library would like to develop an instructional lab for research; to initiate an audio-visual center collections project; and to expand classroom and reference instruction. The Learning Resource Center wants to increase faculty involvement and course linkages with its labs and to improve funding for resources, workshops, and programs. The LRC will work with various college constituents to determine appropriate choices for new software.

Standard III A-D Resources
This standard discusses the integration of the college's planning efforts for resources with those of the district planning processes. Since the last accreditation report, the college has begun to address its institutional needs (e.g. Human resources, Facilities, Financial, Technology) through strategic planning and by emphasizing transparency of policies and procedures in college service centers. This Standard also discusses the integrated resource planning initiated by the college and consequently adapted by district service centers. Most college funding relies of federal and state allocations, which remain insufficient unstable. This systemic problem has been exacerbated by the recent federal and state budget crisis and global economic down-turn.

The College of Alameda's Educational Master Plan and other related planning documents identify the institutional mission, goals, objectives, and outcomes. This identification has helped the college to develop an integrated process for assessing its resource needs. With the new emphasis on research data prepared by the college researcher, and with increased staff participation in integrated planning and budgeting, the college now has a cyclical procedure for reviewing and revising focused planning objectives designed to improve institutional effectiveness, to enhance teaching strategies, and to insure successful student learning outcomes.

Surveys, interviews, and additional data documented in this and other standards show that faculty and staff want district service centers to increase their commitment to transparency, communication, and training with respect to all policies and procedures. Faculty and staff also note that district-wide planning groups lack inclusivity and/or proper channels for discussion inclusive of all college constituents. Questions remain as to the college's actual impact on district resource planning and policymaking, including the design and content of required planning documents. However, confidence in the master planning process appears to depend on an individual faculty or staff member's level of involvement. Users of district-

wide information technology systems voice an urgent concern for improved communication, for effective, prompt publicizing of service center policies and procedures, and for adequate training in all district financial, matriculation, communication software, and data systems.

Standard IV A: Decision-Making and Processes
All campus constituents, such as the Academic Senate, the Classified Council, and the College of Alameda Associated Students, have established mechanisms and/or organizations for participating in the decision-making process of the College Council. Faculty, staff and students serve on college standing committees, ad hoc committees, and district-wide committees. Perhaps student participation in the shared governance process would be increased if college credit could be offered to students through a leadership class.

Challenges faced by all campuses governance structures include identifying, delineating and communicating procedures, policies and constitutions/bylaws of campus governance to appropriate internal and external constituents. Clearly stated written policies that explain the methods by which innovation is begun, realized and maintained should be established. In order to develop, implement and assess new SLOs and to streamline the process for course development, software packages should be purchased, utilized, and maintained.

Standard IV B: Board and Administrative Organization
The Peralta Community College District Board of Trustees provides oversight for the four Peralta colleges. The Board establishes policy and direction for the colleges. The college president has the responsibility for day-to-day operations. The president provides institutional leadership for planning, budgeting and implementation of policy. The district office functions to provide services that all campuses share.

Systematic and ongoing evaluation of the PCCD Board, the college president, and the district service areas is necessary, and the results should be clearly communicated to the college. Human resource vacancies should be filled promptly and in accordance with established procedures. Planning at the both the college and district level is underway; as new policies and procedures are implemented, they should be clarified and regularly publicized.

Organization for the Self Study

A Journey …not a Destination

College of Alameda is pleased to submit this institutional Self Study as part of its application for reaffirmation of accreditation.

Overview

College of Alameda (COA) completed its last Self Study for Reaffirmation of Accreditation in 2003. This was the first time that College of Alameda and the other three colleges in the Peralta Community College District were simultaneously accredited. We welcome this process that allows us to take a holistic and objective view of our progress as an institution.

Initial Planning and Organization

Planning for the 2009 Self Study for Reaffirmation of Accreditation began during the 2007-2008 academic year. Under the leadership of the Vice President of Instruction, Dr. Jannett Jackson, and the Faculty Senate President, Carlotta Campbell, a Self Study Steering Committee (SSSC) was formed. Co-chairs for the standards were recruited from faculty, classified staff and administrators. Ms. Campbell and Michael Robertson, Faculty, were named as co-chairs, and Dr. Jackson became the Accreditation Liaison Officer (ALO). A planning meeting was held in fall 2007.

Training, sponsored by AACJC, was held at College of the Marin, Indian Valley Campus, and was attended by members of the SSSC and others. The attendees were: Dr. Cecilia Cervantes (President), Dr. Jannett Jackson (Vice President of Instruction), Dr. Kerry Compton (Vice President of Student Services), Connie Willis (Business Manager), Maurice Jones (Dean), Peter Simon (Dean), Joseph Johnson (President, Associated Students of College of Alameda), and Carlotta Campbell (President, Academic Senate), along with faculty members Michael Robertson (DMECH), Keenan Norris (English), and Glen Pearson (Music).

The Accreditation Liaison Officer also attended training provided by AACJC at the Community College League of California (CCLC) Conference in San Jose, on September 28, 2007. The ALO, the Academic Senate President, one faculty, and an adjunct faculty member attended additional training, at the Academic Senate Accreditation Institute in January 25-27, 2008.

Difficulties and Resolutions

During the fall of 2007 and the spring of 2008, several events occurred that had a significant impact on the Self Study and the institution as a whole.

- Several changes to the SSSC structure occurred during the fall and spring semesters. Unfortunately, both co-chairs had health concerns; Mr. Robertson found it necessary to bow out of the process in Fall 2007, and Ms. Campbell resigned in February 2008. This led to their replacement with Dr. Patricia Dudley (Faculty, Health Services Coordinator), and Dr. Deborah Banks (Research and Planning Officer), in late March 2008. David Sparks (Faculty, Head Librarian) was named as an additional co-chair in July 2008.

- There were changes in the administrative structure of the college as well during the Self Study period:
    - In the 37-year history of College of Alameda, the Instructional Division had never been organized by a system with department chairs. In the fall of 2007, department chairs were elected for the first time. The seventeen department chairs officially assumed their duties in the spring of 2008. This new structure required some adjustment and reassignment of responsibilities between the faculty and the administrators.

    - The Dean of Student Services position has been vacant since 2006. In September 2008, Dr. Kerry Compton, Vice President of Student Services, was appointed Interim Vice Chancellor of Admissions, Records and Enrollment Management at the Peralta Community College District, thereby leaving Student Services without a Dean or Vice President.

    - In fall 2008, COA President Dr. Cervantes departed in order to lead Hennepin Community College in Twin Cities, Minnesota. Dr. George Herring (a former Vice President of Student Services and President at College of Alameda as well as Interim President at Merritt College) had originally been selected to replace Dr. Compton. With the departure of President Cervantes, he was asked to fill her position as well as Dr. Compton's until a replacement for the Vice President of Student Services can be selected. Recruitment is underway for this position as well as for a Dean of Student Services.

Reorganization and Reinvigoration

In spite of these significant changes, the Accreditation Self Study Steering committee Co-Chairs took an aggressive role in mobilizing faculty, staff and administrators in an effort to complete the Self Study in a judicious manner. The theme "A Journey…not a Destination" was selected to represent the process of renewal the college is currently undergoing. A new timeline was established and proactive faculty leaders were recruited to chair the standards.

During the Spring 2008 semester, the SSSC Co-Chairs reviewed the initial self-study assignments and in some cases, the composition of the standard committees was changed. Whenever possible, each standard had an administrative and a faculty co-chair. It was the SSSC Co-Chair's responsibility to work with the co-chairs of each section and to help direct the writing of their standards. An accreditation home page was added to the COA website to allow for better communication and sharing of information about the accreditation standards; to establish a central repository for the Self Study report and other reference documents; to present an overview of the self-study process; to provide contact information; and to assist in the dissemination of information.

Dr. Dudley served as liaison for the Self Study site webmaster (Jane McKenna, Faculty, Librarian); acted as coordinator with the other self-study chairs at the other Peralta Colleges; coordinated publicity, scheduling of events, written publications and online bulletins; coordinated meeting arrangements and documentation; prepared the revised timeline; dealt with IT issues; and had oversight of a number of sections and introductory material. Dr. Banks made contact with out-of-district colleges; supervised the research assistant; provided training presentations; acted as section co-chair for Standards IA and IB; and had oversight for some other sections and introductory material. Dr. Jackson served ass a liaison with ACCJC and with district administrators; met regularly with the co-chairs; provided critical review of draft documents; and in some cases researched and wrote

sections of the instructional Standard II. An initial draft of the Self Study was completed by June 6, 2008.

The co-chairs scheduled weekly meetings to coordinate with the Dr. Jackson. Bi-weekly meetings were held with the college president, Dr. Cecilia Cervantes. The college community-at-large and the Academic Senate were notified of the progress of the SSSC. When Mr. Sparks joined the team in summer 2008, he assumed the primary responsibility for standards originally assigned to Dr. Banks as well as for introductory material. This allowed Dr. Banks more time to focus on her chairmanship of sections and the research aspects of the Self Study. During the summer of 2008, thirteen faculty members were paid stipends to work on the Self Study.

At the August 2008 College Staff Development day, Accreditation and the Self Study processes were discussed. Dr. Banks provided training on goals and objectives; a review of the college's goals was begun; and faculty groups developed assessment criteria for the major objectives established by the College Council for 2008-2009.

Communication with the College Community

In September 2008, the section chairs, with assistance from the Steering Committee co-chairs, provided information to and encouraged dialogue with the college community on the status of the accreditation process. This was carried out in workshop presentations that had been advertised by email and with paper flyers. A first draft of the Self Study report was posted on the college's website in mid-September, and further feedback was solicited from the college community. The Academic Senate was kept abreast of the progress of the SSSC. An attempt was made to provide presentations to both the Classified Senate and the ASCOA. Unfortunately, at this time, the ASCOA was suffering from lack of membership, so a presentation was delayed.

Throughout this process, the Self-Study Co-Chairs met with the Accreditation Liaison Officer and also held frequent meetings with the section co-chairs to monitor progress and provide guidance, and to insure that the organizational structure of the report was consistent and that all questions were addressed in the final report. Each section committee completed its report by September 30, 2008 and the SSSC, with the addition of a faculty editor (Marion Fay, Faculty, English), reviewed the document for internal consistency, accuracy, validity and format compliance.

In October 2008, the final draft of the Self Study was submitted for a college approval process. Approval was sought first from the Accreditation Committee, then the Academic Senate, and finally approval from the College Council. Recommendations from the approval bodies were incorporated. Editing refinements were completed in November. The final document was sent to the Peralta Community College Board in December 2008 for its approval and recommendation to American Association of Colleges and Junior Colleges (AACJC).

A Journey…. not a Destination

Notes on Subsequent Events, Policies and/or Data: The majority of the text of the Self Study was completed on 9/15/08, with minor revisions following. Because of changes in administrative structure, policies and data since this date (and it is anticipated that there will be more) the ALO will be providing an update to the site visitors in early 2009.

Accreditation Timeline

Fall 2007

- Establish the Self Study Steering Committee structure
- Training begins
- Nominate steering committee and section co-chairs and begin to establish committees
- Hire consultant for development of website

Spring 2008

- Reorganization of the Self Study Steering Committees with staff changes
- Revision of timeline
- Website established
- Training of section chairs by Research and Planning Officer
- On-campus Institutional Climate Survey and interviews conducted
- Completion of Progress Report for ACCJC in March 2008
- Website posting of Self Study and research reference materials
- Beginning of email communication with campus community
- First draft of COA standards reviewed by district Accreditation Officer

Summer 2008

- Development of budget
- Stipends made available for continuing faculty efforts
- On-campus surveys and interviews continued
- Factbook developed and posted

Fall 2008

- Review of COA Goals and Outcome Objectives during Staff Development Day activities
- Completion of On-campus surveys and interviews
- Recruitment of additional readers for review
- Public Forums for each section and overview to campus community
- On-going communication with campus community
- Website posting of initial and final drafts of introductory material and standards
- Development of Identified Challenges and Plans of Action
- SSSC presentations for campus approval process
- Campus approvals with revisions: Accreditation Committee, Academic Senate, College Council
- Organization of references and preparation of material for site visit
- Final editing
- Review of Self Study by PCCD Board with approval
- Publication of Self Study and mailing to ACCJC

Spring 2009

- Preparation of college for site visit
- Final update of website

* Site visit March 2009

Members of COA Self Study Steering Committee

Self-Study Steering Committee Co-Chairpersons – Dr. Debra Banks (Research and Planning Officer), Dr. Patricia Dudley (Faculty), David Sparks (Faculty)

Accreditation Liaison Officer – Dr. Jannett Jackson (Vice President of Instruction)

Web Assistance: Jane McKenna (Faculty)

Editor: Marion Fay (Faculty)

Standard One: Institutional Mission and Effectiveness

Standard I A. Mission – Co-Chairs: Willard Barksdale (Classified Staff), David Sparks (Faculty); Members and Contributors: Debra Banks (Classified Staff), Larry Silva (Classified Staff)

Standard 1 B. Improving Institutional Effectiveness – Co-Chairs: Debra Banks (Classified Staff), Rochelle Olive (Faculty); Members and Contributors: Amani Ali (Student), Patricia Denoncourt (Classified Staff), Jay Rubin (Faculty)

Standard Two: Student Learning Programs & Services

Standard II A. Instructional Programs – Co-Chairs: Jannett Jackson (Administrator), Ann Kircher (Faculty), Patricia Tsai (Faculty); Members and Contributors: Laura Bollentino (Faculty), Robert Brem (Faculty), Sue Chin (Faculty), Mustafa Popal (Faculty)

Standard II B. Student Support Services – Co-Chairs: Toni Cook (Administrator), Trulie Thompson (Faculty); Members and Contributors: Paula Blackwell (Student), Barbara Brooks (Faculty), Lilia Celhay (Classified Staff), Kerry Compton (Administrator), Cindy Counsell (Classified Staff), Patricia Dudley (Faculty), Angelita Finlayson (Classified Staff), Camille Hopkins (Classified Staff), Greg Marro (Classified Staff), Helene Maxwell (Faculty), Francine West (Faculty)

Standard II C. Library & Learning Support Services – Co-Chairs: Kelly Pernell (Faculty), David Sparks (Faculty); Members and Contributors: Edythe Chan (Faculty), Pat Denoncourt (Classified Staff), Steve Gerstle (Faculty), Jane McKenna (Faculty), Anna O'Neal (Classified Staff), Cleotilde Paglia (Faculty), Bob Snell (Classified Staff)

Standard Three: Resources

Standard III A. Human Resources – Co-Chairs: Scott Albright (Faculty), Ed Jaramillo (Faculty); Members and Contributors: Lilia Celhay (Classified Staff), Kerry Compton (Administrator)

Standard III B. Physical Resources – Co-Chairs: Myron Jordan (Faculty), George Revell (Classified Staff); Members and Contributors: Debra Banks

(Classified Staff), Peter Olds (Faculty), Shirleen Schermerhorn (Classified Staff)

Standard III C. Technology Resources – Co-Chairs: Joe Camara (Classified Staff); Ed Loretto (Faculty); Members and Contributors: Sami Ali (Classified Staff), Patricia Nelson, (Faculty), Bala Sampathraj (Classified Staff), David Sparks (Faculty)

Standard III D. Financial Resources – Co-Chairs: Helena Lengel (Classified Staff), Michael Wirth (Faculty); Members and Contributors: Leonard Chung (Faculty), Muriel Montague (Classified Staff), Manuel Uy (Faculty), Anthony Villegas (Faculty), Connie Willis (Administrator)*

Standard Four: Leadership and Governance

Standard IV A. Decision-Making Roles and Processes – Co-Chairs: Carlotta Campbell (Faculty), Maurice Jones (Administrator); Members and Contributors: Diana Bajrami (Faculty)

Standard IV B. Board and Administrative Organization – Co-Chairs: Helena Lengel (Classified Staff), Peter Simon (Administrator); Members and Contributors: Yvonne Carter (Faculty), Nailah Keeles (Classified Staff), Shirleen Schermerhorn (Classified Staff), John Steiner (Faculty)*

*Special thank to Dr. Joseph Bielanski (Faculty, Berkeley City College) and Ms. Inger Stark (Faculty, Laney College) for their generous assistance and reference material.

DEMOGRAPHICS and STUDENT OUTCOMES

Enrollments by the College's Communities

The College of Alameda (COA) service area is located in Alameda County and contains records of students from the cities of Oakland, Alameda, Berkeley, Emeryville, Albany, and Piedmont. The majority of students attending COA are from Oakland and Alameda.

AREAS	
OAKLAND CITY	44%
ALAMEDA CITY	31%
Rest of Service Area	8%
Rest of Alameda County	7%
Outside of Alameda County	10%
Total Fall 2006 Enrollment	5800

Source: PCCD data warehouse [CW1].

Alameda County is diverse racially and ethnically. The table below compares by race/ ethnicity two COA cohorts with the 2000 U.S. Census of Alameda County. When disaggregated by race, the number of COA Asian students is proportionally larger than community representation, and Asians are the most dominant group at the college. African Americans are the next largest race/ethnic group at COA and are over-represented compared to their community demographics. The most under-represented groups at COA are Whites and Latinos. Over a five-year period ending in 2007, the most growth occurred in the proportion of Latino students.

	WHITE	LATINO	ASIAN	PACIS L	AF-AMER	NATIVE AM	MULTIRACE	TOTAL
US Census 2000	415,884	174,393	205,422	6,084	137,836	3,946	22,032	965,597
17-64 years	43%	18%	21%	1%	14%	0%	2%	
COA FA 2003	16%	11%	39%	0%	25%	1%	NA	6028
COA FA 2007	15%	14%	38%	1%	24%	1%	NA	5952

a. Filipinos are combined with Asians conforming to US Census standards.

Sources: PCCD data warehouse [CW1] and US Census 2000.

Females and males are represented equally in the community, but females outnumber males by 13 % at COA. This difference could be due to employment conditions, family demands or program attractions.

	FEMALES	MALES	TOTAL
US Census 2000	485,472	480,125	965,597
17-64 years	50%	50%	
COA FA 2003	54%	44%	6028
COA FA 2007	56%	43%	5952

Sources: PCCD data warehouse [CW1] and US Census 2000.

The percentage of Alameda County's non-institutionalized disabled persons is proportionately large, perhaps because of the abundance of transportation and health care opportunities. In comparison, the percentage of DSPS students compared to the total enrollment is small. The number of students with disabilities has remained relatively steady over the past four years.

	DSP	TOTAL
US Census 2000	233,260[a]	983,861
16-64 years	24%	
COA FA 2003	5%	6,028
COA FA 2007	6%	5,952

a This number does not include go-outside-home disability.
Sources: PCCD data warehouse [CW1] and US Census 2000.

Headcounts and FTES

For the past six years, the enrollment at COA has been fluctuating. The largest enrollment drop occurred between Summer 2004 and Spring 2006. During this period, unemployment rates began to drop, reaching a low in 2006. As unemployment rates are rising again in 2007, the college's enrollment concomitantly increased. However, this does not imply that employment rate is the single factor-affecting enrollment. For example, between June 2007 and May 2008, the East Bay lost 12,100 jobs while during the same period the State had lost a total of 18,600 jobs (EDD: Labor Market Information Division [2008]). Yet, COA Fall 2007 and Spring 2008 enrollments were the highest in the past five years. Perhaps increases in tuition and changes to entrance requirements at the public universities have contributed the upward swing in COA enrollment. Furthermore, COA has been exceptionally proactive in providing a convenient course schedule with choices of on-line and short-term courses.

Full Year	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Head count	11,005	10,812	9,489	9,925	10,555	10,988	NA
Full Year FTES	3,652	3,781	3,405	3,475	3,594	3,657	NA
By Term	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**
Summer Final	3,437	3,238	2,929	3,036	3,018	2,602	NA
Fall Final	6,190	6,027	5,631	5,807	6,238	6,618	NA
Spring Final	NA	6,174	6,465	5,495	5,529	5,771	6,480

Source: PCCD Budget Book 2007-08 and PCCD master database final enrollments.

Enrollments by Full- and Part-time Status and by Program Status

The number of COA students enrolling part-time is increasing, and fewer students are enrolling in vocational programs. The larger economy and the declining number of programs in transportation maintenance as well as in business and computer information could be influencing these attendance patterns. In addition, factors such as course scheduling and transportation costs may affect enrollment rates. Moreover, gender issues may play a role. In Alameda County, female head of households outnumber male-family householders by three to on (U.S. Census 2000 Summary File 1). If a growing number of COA students are female heads of household, perhaps these students are inclined to enroll part-time. More research is needed to determine the relationship between gender and enrollment patterns.

ATTENDANCE	FALL 2003		FALL 2004		FALL 2005		FALL 2006		FALL 2007	
FULL TIME	1,266	21%	1,124	20%	1,100	21%	1,216	21%	1,124	19%
PART TIME	4,761	79%	4,495	80%	4,140	79%	4,440	79%	4,827	81%
TOTALS	**6,028**		**5,619**		**5,240**		**5,656**		**5,951**	

Source: PCCD data warehouse [CW1].

PROGRAMS	FALL 2003		FALL 2004		FALL 2005		FALL 2006		FALL 2007	
VOCA-TIONAL	2,050	34%	1,745	32%	1,580	30%	1,536	27%	1,677	28%
NON-VOCA-TIONAL	3,978	66%	3,794	68%	3,665	70%	4,121	73%	4,275	72%
TOTAL	**6,028**		**5,539**		**5,245**		**5,657**		**5,952**	

Source: PCCD data warehouse [CW1].

Enrollments by Age, Gender and Race/Ethnicity

In general, COA students are 29 years or younger, predominantly female, and predominantly Asian or African American. Specifically, the number of 16 to 18 year olds has been increasing while the number of 19-24 year olds has been decreasing. In the last five years, the increase in the younger age group is due both to the rise in dual enrollment of high school students and to the steady stream of high school graduates who have enrolled. The decline in the older age group is difficult to explain; however, some possible reasons are that 19 to 24 year olds: 1) seek employment rather than education, 2) could be migrating out of the area, or 3) enrolling elsewhere. There is a slight increase in the number of female students, which could be related to the dropping enrollment in the male-dominated vocational programs (e.g., diesel mechanics, aviation maintenance, and auto body). A slight change in race/ ethnicity has been observed; more specifically, the Latino population has increased proportionally from 11% in 2003 to 14% in 2007 (Table 9). Since 2003, COA has been engaged in major efforts to recruit and retain Latino students. The impetus for this has come from the Latinos Unidos Club.

AGE	FALL 2003		FALL 2004		FALL 2005		FALL 2006		FALL 2007	
16-18	599	10%	613	11%	585	11%	704	12%	705	12%
19-24	2,574	43%	2,325	42%	2,120	40%	2,190	39%	2,318	39%
25-29	816	14%	729	13%	787	15%	791	14%	886	15%
30-34	575	10%	512	9%	477	9%	544	10%	559	9%
35-54	1,212	20%	1,075	19%	1,010	19%	1,114	20%	1,107	19%
55-64	163	3%	174	3%	166	3%	200	4%	217	4%
65 OR OVER	67	1%	80	1%	64	2%	83	0%	65	0%
UNKNOWN	0	0%	1	0%	0	0%	0	0%	0	0%
UNDER 16	22	0%	30	1%	36	1%	31	1%	95	2%
TOTALS	**6,028**		**5,539**		**5,245**		**5,657**		**5,952**	

Source: PCCD data warehouse [CW1].

GENDER	FALL 2003		FALL 2004		FALL 2005		FALL 2006		FALL 2007	
FEMALE	3,229	54%	2,971	54%	2,772	53%	3,182	56%	3,354	56%
MALE	2,669	44%	2,444	44%	2,378	45%	2,426	43%	2,565	43%
NOT SUPPLIED	130	2%	124	2%	95	2%	49	1%	33	1%
TOTALS	**6,028**		**5,539**		**5,245**		**5,657**		**5,952**	

Source: PCCD data warehouse [CW1].

RACE/ETHNICITY	FALL 2003		FALL 2004		FALL 2005		FALL 2006		FALL 2007	
AFRICAN AMERICAN	1,486	25 %	1,309	24 %	1,295	25 %	1,364	24 %	1,425	24 %
ASIAN	2,064	35 %	1,870	34 %	1,752	34 %	1,908	36 %	2,003	34 %
FILIPINO	270	4%	279	5%	238	5%	263	5%	238	4%
LATINO	679	11 %	668	12 %	667	12 %	706	13 %	806	14 %
NATIVE AMERICAN	35	1%	31	1%	29	1%	32	1%	32	1%
OTHER NON WHITE	124	2%	122	2%	112	2%	117	2%	147	2%
PACIFIC ISLANDER	47	0%	48	0%	40	0%	44	0%	46	1%
WHITE	989	16 %	909	16 %	828	16 %	900	16 %	902	15 %
UNKNOWN	334	6%	303	6%	284	5%	323	3%	353	5%
TOTALS	**6,028**		**5,539**		**5,245**		**5,657**		**5,952**	

Source: PCCD data warehouse [CW1].

Language and Special Student Populations

English is the primary language of approximately 80% of the COA students. COA provides access and support to many students who are declared as EOPS, Cal Works, DSPS, and/or Veterans. The number of DSPS students reflects those requesting services and not the total population of disabled students. The number of students who are veterans has been decreasing.

LANGUAGE	FALL 2003		FALL 2004		FALL 2005		FALL 2006		FALL 2007	
ENGLISH IS NOT PRIMARY	1,184	20 %	1,080	19 %	986	19 %	1,090	19 %	1,210	20 %
ENGLISH IS PRIMARY	4707	78 %	4338	78 %	4,186	80 %	4,511	80 %	4,707	79 %
NOT SUPPLIED	137	2%	121	3%	73	1%	56	1%	35	1%
TOTALS	**6,028**		**5,539**		**5,245**		**5,657**		**5,952**	

Source: PCCD data warehouse [CW1].

SPECIAL POPULATIONS	FALL 2003	FALL 2004	FALL 2005	FALL 2006	FALL 2007
EOPS	490	491	478	418	497
Cal Works	109	80	104	122	87
DSPS	333	365	356	322	328
Veterans	60	51	41	38	32

Source: COA EOPS, Cal Works, and DSPS.

What Students have to Say about Their Experiences at COA

In April 2007, the Community College Survey of Student Engagement (CCSSE) was administered in selected classes except for ESL. Analysis of the CCSSE includes select items grouped to form benchmarks. The benchmarking approach is useful in measuring the means of grouped items over time and between student groups such as part- and full-time. The average (mean) for each benchmark is 50 with a standard deviation of 25. Items comprising the benchmarks are provided in Appendix B of the COA Fact Book.

Benchmark	All Students	Part-time	Full-time
Active and Collaborative Learning	53.8	53.6	54.8
Student Effort	46.3	44.2	53.8
Academic Challenge	48.6	48.3	49.7
Student-Faculty Interaction	48.3	47.8	50.2
Support for Learners	49.3	48.2	53.2

Source: COA/CCSSE 2007.

Institutional Student Outcomes

Student outcomes focus on the following performance indicators: 1) successful course completion, persistence and credit attainment; 2) degree and certificate attainment; and 3) transfer to California universities.

The student success rate is based on successful completion of a credit course for which a student receives a recorded grade of A,B,C or Credit (CR), divided by the number of students who were enrolled in the course on the first census day. An examination of the rates over four fall terms shows that the success rate in credit-degree applicable courses has dropped by four percentage points while the rate in not-degree applicable credit courses fluctuates about one to two percentage points around 63%.

	FALL 2003		FALL 2004		FALL 2005		FALL 2006	
Credit Status	**Total Enroll-ment**	**Success Rate**	**Total Enroll-ment**	**Success Rate**	**Total Enroll-ment**	**Success Rate**	**Total Enroll-ment**	**Success Rate**
Credit - Degree Applicable	10,638	69%	9,954	68%	10,385	68%	11,112	65%
Credit-Not Degree Applicable	1266	63%	1,173	65%	1,165	64%	1291	63%

Source: CCCCO Datamart.

Persistence rates for new first-time students from fall to spring terms dropped by ten percentage points between the Fall 2003 and Fall 2006 cohorts. As stated earlier in the section on student demographics, the percentage of continuing students appears to be decreasing.

	FALL 2003	SPRING 2004	%PERSIST		FALL 2006	SPRING 2007	%PERSIST
TOTALS	1377	726	53%		1412	614	43%

Source: PCCD data warehouse special analysis.

First-time COA students with six or more units have been returning to California community colleges, including COA, in the subsequent fall terms at a 68% rate. First-time students earning 30 or more units have a return rate of about a 66% rate.

	Fall 2003 to Fall2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006
Persistence Rates	68.4%	68.1%	68.4%

Source: ARCC Report 2008.

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-07
Percentage of Students who Earned at Least 30 Units	67%	66.2%	66.4%

Source: ARCC Report 2008.

For many community college students, earning degrees and certificates are important achievements events that not only validate their progress in post-secondary education but also make them more employable in the labor market. There are interesting patterns of student achievement in degree and certificate awards. AA degree awards cycle up and down; whereas, AS degree awards appear to be rising since 2005-06. The patterns of certificate awards are erratic with certificate attainment dropping in the 2007-08 year. The unusual patterns of degree and certificate awards require further study.

Award Type	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
AA	255	253	243	250	232
AS	10	14	21	28	28
CA	33	43	69	52	27
CE	98	50	91	49	40
TOTALS	**396**	**360**	**424**	**379**	**351**

Source: PCCD data warehouse.

Transfer patterns show that more COA students select a CSU than a UC. This appears to be the norm for almost all California Community College students, perhaps because the UC system is more selective and expensive than the CSU system. The total number of COA student transfers to CSU is almost triple that of UC transfers. The two most highly attended UC campuses are Berkeley and Davis. The three most highly attended CSU campuses are East Bay, San Francisco, and San Jose. COA students also transfer to Holy Names University, JFK University, and Mills College.

	2002-03	2003-04	2004-05	2005-06	2006-07
UC TRANSFERS	64	39	61	61	57
CSU TRANSFERS	175	159	143	147	167
TOTALS	**239**	**198**	**204**	**208**	**224**

Source: CPEC database.

Displayed below are the percentages of new first-time 2001-02 students who earned a minimum of 12 units and achieved one or more of the following outcomes: 1) became transfer directed by completing transfer-level courses in English and mathematics; 2) became transfer prepared by completing 60 transferable units with a GPA >=2.0; and/or 3) who actually transferred to a four-year institution.

TOTAL	T. DIRECT	% DIRECT	T. PREP	% T. PREP	TRANSFER	%TRANS
717	250	35%	182	25%	233	33%

Source: CCCCO ARCC database.

Other Resources

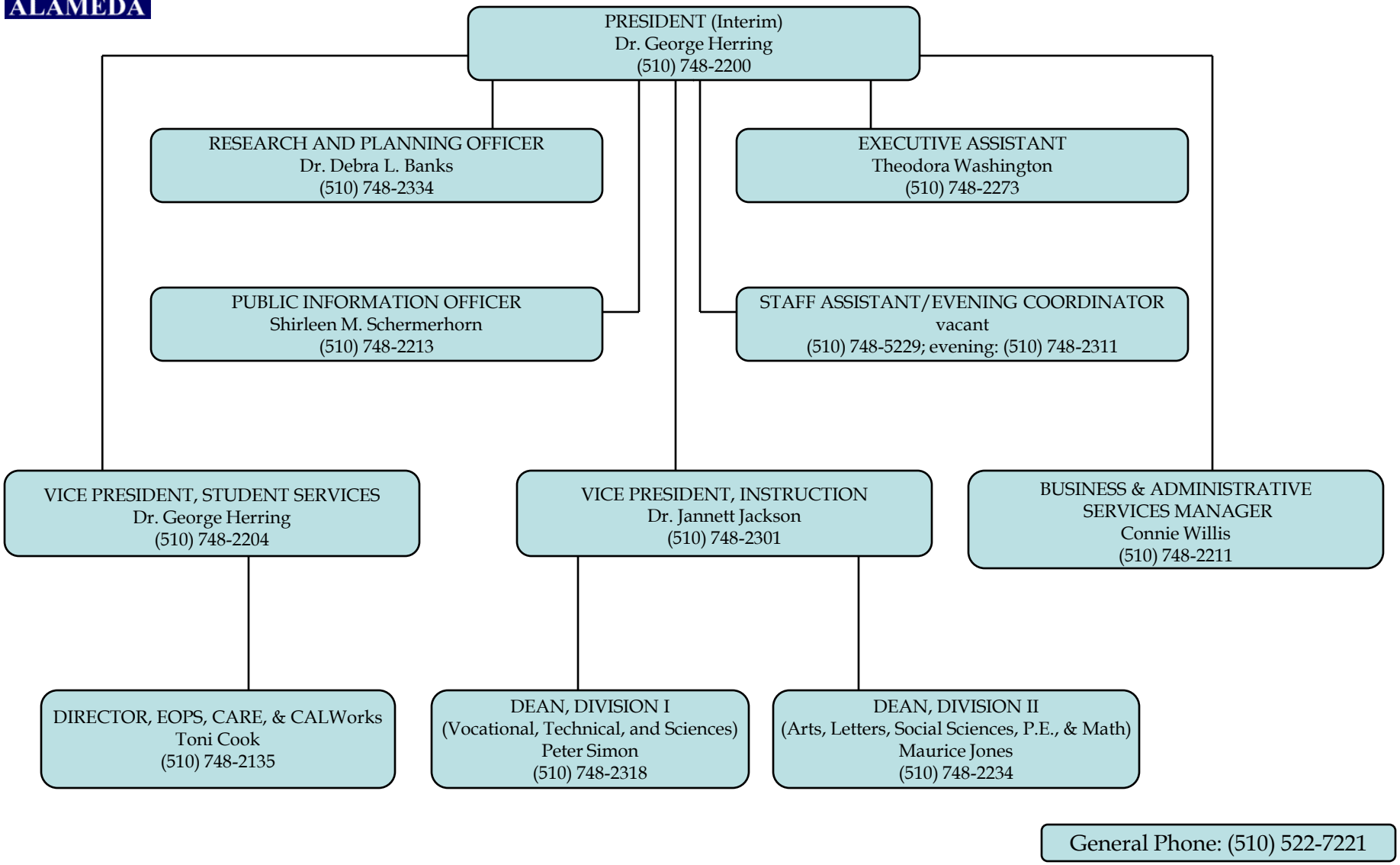
The collection of COA data resources are:

- COA Master Plan [contains productivity analysis for each discipline and related instructional area].
- COA Fact Book [contains an in depth analysis of data presented in the Self Study].
- COA Equity Evidence Report [provides gender and ethnicity data on student outcomes].
- COA internal reports on productivity and student retention and success by discipline and by course.

COLLEGE OF ALAMEDA

Office of the President

Organizational Chart -- March 2008



General Phone: (510) 522-7221

COLLEGE OF ALAMEDA
Office of Instruction
Organizational Chart 2008-09

Jannett N. Jackson, Ph.D.
Vice President of Instruction
Phone: 748-2301/Cell: 318-2034

- Planning, developing, and evaluating the College's instructional programs
- Overall coordination and implementation of the College's curricula
- Hiring of instructional staff and oversight of the Tenure Review Process
- Supervising and directing the activities of the Instructional Deans, the Library, the Learning Resources Center, and the instructional and academic technology staff
- Developing and managing the instructional budget
- Supervising the production of the instructional course schedules, catalog publication and targeting marketing efforts
- Oversee instructional grant-funded projects
- Accreditation Liaison Officer and Educational Master Plan Coordinator
- Coordination of on-line/distance education initiatives

Lynn A. Torres
Staff Assistant
Phone: 748-2352

Min Wu
Academic Support Services Specialist
Phone: 748-2350

Nimfa Jianoran
Senior Clerical Assistant
Phone: 748-2300

Director of Academic Labs
Trish Nelson
Claudia Abadia

Pat Denoncourt - Learning Rsrcs Ctr Supervisor
Phone: 748-2315
Anna O'Neal – Tutorial Services Assistant
Phone: 748-2307

LEARNING RESOURCE CENTER/ TUTORIAL & ASSESSMENT CENTER

Sami Ali
Audio-Visual Technician
Phone: 748-2282

Joe Camara – College Network Coordinator
Cell: 213-1272
Bala Sampathraj – College Network Coordinator
Cell: 213-0318
Willard Barksdale – Dept. Network Coordinator
Cell: 213-0347
Shawn Foster – Computer Technician
Cell: 381-7804

INFORMATION TECHNOLOGY

David Sparks – Head Librarian Phone: 748-2253
Steve Gerstle – Librarian Phone: 748-2398
Jane McKenna – Librarian Phone: 748-2366

Library Technicians
Mary Gulley-Pacheco Phone: 748-2252
Bobby Snell Phone: 748-2365
Lili Tavassoli Phone: 748-2251
Arvid Williams Phone: 748-2122
Patricka Barnett Phone: 748-2308

LIBRARY

Peter Simon
Dean, Division I
Phone: 748-2318/Cell: 219-1868

- Planning, implementing, and coordinating the development of the instructional program of Division I
- Developing and supervising the division's budget
- Participating in the hiring of adjunct faculty and classified staff for the division
- Assigning teaching loads of faculty and staff in the division
- Supervising the design of new curricular offerings
- Initiating the class schedule for the division
- Assisting in the recruitment of students for the college
- Administration of various grants from government and private sources
- Managing CTE (Carl Perkins) funds and ensuring compliance with Federal and State regulations
- Working with Vocational Program Advisory Committees and other industry organizations to gain support for programs and on-going input on curriculum
- Coordination of college collaboration with Alameda Science and Technology Institute (Early College High School) and Oakland Aviation High School
- Other duties as assigned

Apparel Design & Merchandising
Alameda Science & Tech. Inst. (ASTI)
Astronomy
Auto Body & Paint
Auto Tech
Aviation Maint. Tech.
Aviation High School
Biology
Business
Chemistry
Computer Info Systems
Cooperative Work Experience Ed.
Dental Assisting
Diesel Mechanics
Economics
Geography
Geology
Physics
Trade & Logistics

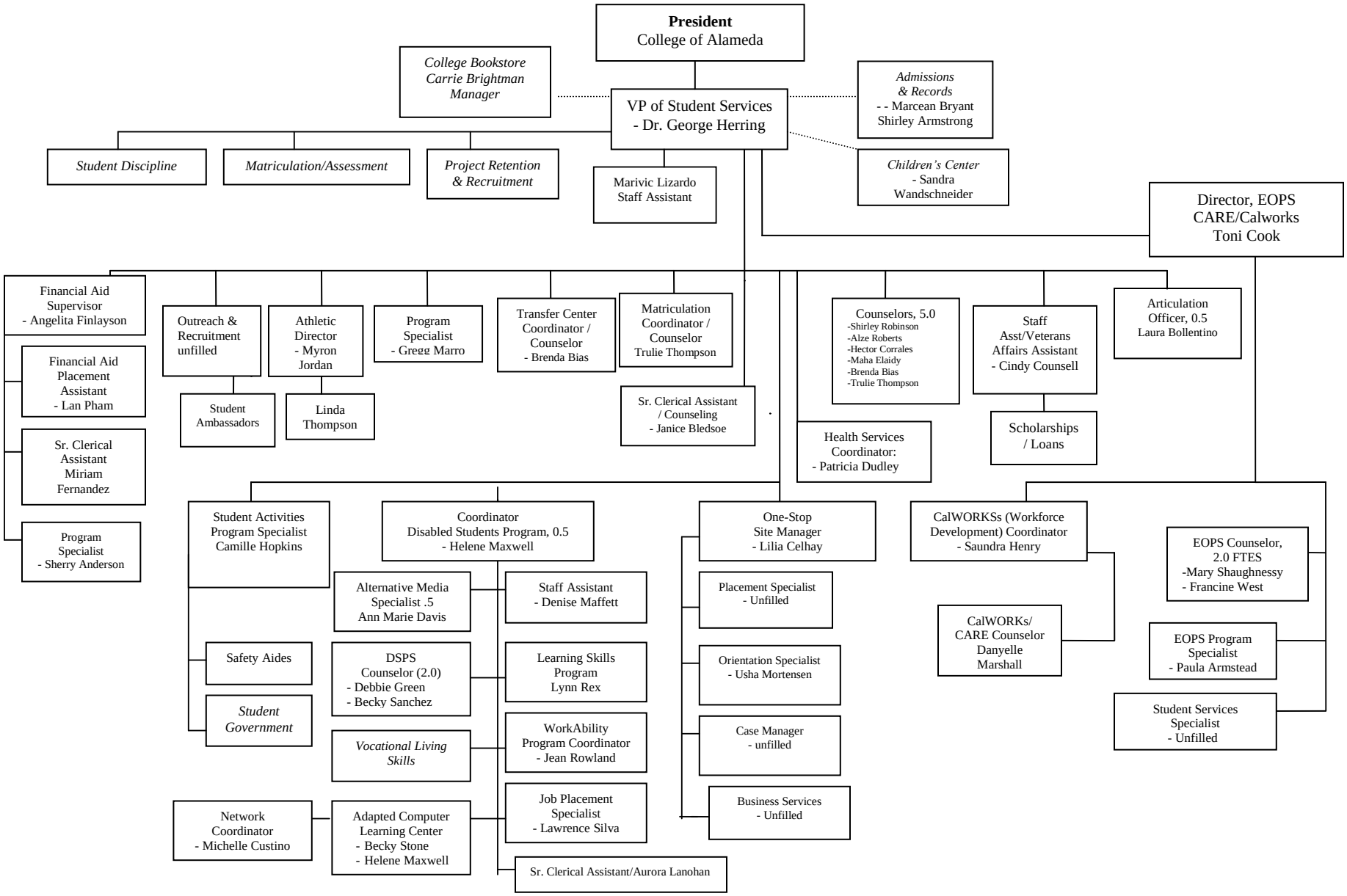
Maurice Jones
Dean, Division II
Phone: 748-2234/Cell: 691-3487

- Planning, implementing, and coordinating the development of the instructional program of Division II
- Developing and supervising the division's budget
- Participating in the hiring of adjunct faculty and classified staff for the division
- Assigning teaching loads of faculty and staff in the division
- Supervising the design of new curricular offerings
- Initiating the class schedule for the division
- Assisting in the recruitment of students for the college
- Other duties as assigned

African-American Studies
Anthropology
Art
Asian/Asian-American Studies
Chinese
Communication
Dance
English
English as a Second Language
French
German
Health Education & Occupations
History
Humanities
Mathematics
Mexican/Latin-American Studies
Music
Physical Education
Philosophy
Political Science
Psychology
Sociology
Spanish
Vietnamese

8/12/2008

Student Services (2008-2009)



Functions: Delivery of Student Services programs that include the Matriculation Program (Admissions, Assessment, Orientation, Counseling, Follow-up, Research), management, Disabled Student Programs, EOPS, Financial Aid, Articulation, CalWORKS/Workforce Development, One-Stop Career Center, program review, student services budget development and management, student appeals and grievances, Student activities, Transfer center, Child care, Athletics, in-service training and staff development, hire, supervise and evaluate student services staff, and assessment of student services needs and implementation of appropriate support programs.

College of Alameda
Business and Administrative Services
Chart of Staff and Services

Administrative Services
- Business Services
- Budget/Finance
- Communications
- Custodial Services
- Parking Services
- Audits
- Community Services Facilities Use
- Safety & Disaster Response
- Facilities and Physical Plant
- Liaison to Police Services
- Purchasing
- Sustainability/Recycling

Connie Willis
Business and Administrative Services Manager
Ext 2211

Ava Lee Pang
Supervisor, Administrative & Business Support Services
Ext 2201

- Fiscal Services
- Fiscal Reporting
- Monitor budget code balances
- Supervision

Selwyn Montgomery
Senior Storesworker
Administrative Services
Ext 5222

- Receiving & Delivery of goods
- Cleaning

George Revell
Head Custodian
Ext 2154

Custodians
Angel Olan, Lead
Alice Gu
Evaristo Ortega
Ben Hutchinson
Ed Ashford
Octavio Llamas
Lemar Rice
Wanda Lee

- Cleaning
- Moving
- Setups

Arthur Rosete
Staff Assistant, Business Services
Ext 2214

- Requisitions
- Receiving Records
- Timesheets
- Inventory & Disposition
- College Billing

MD Montague
Bursar
Business Services
Ext 2224

- Cashier
- Student Fees
- Collections/Refunds
- Disbursements
- Trust Accounts Controls
- Parking permits, Students

Janet Barnett
Staff Assistant, Administrative Servs.
Ext 2235

- Daily Office Operation Oversight
- Facilities
- Supervises Office Staff
- Assists Business Services Manager

Nailah Keeles
Accounting Clerk
Ext 2212

- General Clerical
- Cashier's Office
- Business Office Relief

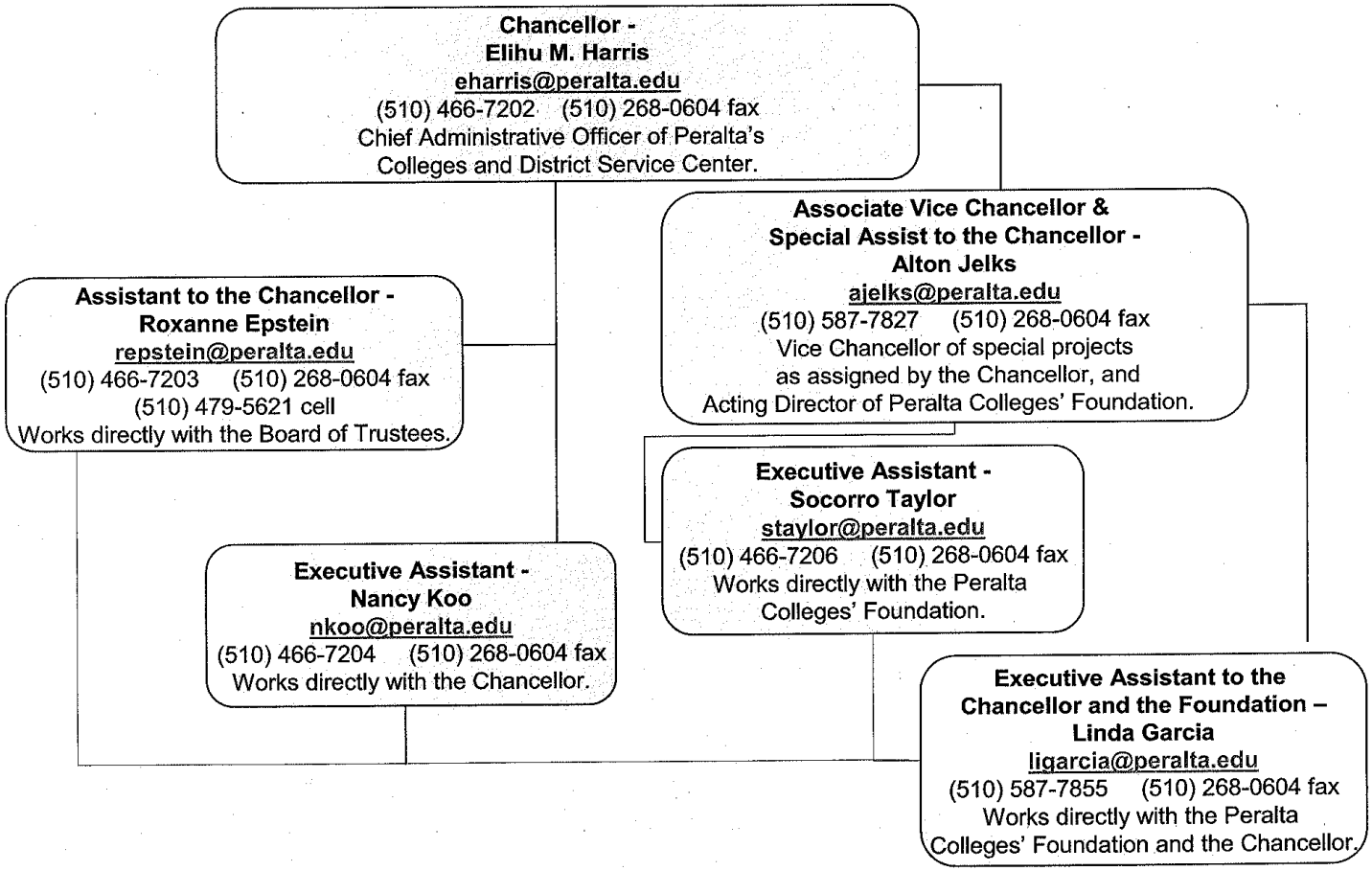
Shuntel Nathaniel
Sr. Clerical Assistant
Ext 0

- Receptionist
- Phone Operator
- Parking permits, Staff
- Telephone Systems

Vivian Virkkila
Duplicating Services Technician II
Ext 2279

- Copy Services
- Mail; U.S. & Intradistrict

vacant
Duplicating Services, Tech I
part/time evening Ext 2279


Chancellor -
Elihu M. Harris
eharris@peralta.edu
(510) 466-7202 (510) 268-0604 fax
Chief Administrative Officer of Peralta's
Colleges and District Service Center.
Associate Vice Chancellor &
Special Assist to the Chancellor -
Alton Jelks
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(510) 587-7827 (510) 268-0604 fax
Vice Chancellor of special projects
as assigned by the Chancellor, and
Acting Director of Peralta Colleges' Foundation.
Assistant to the Chancellor -
Roxanne Epstein
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(510) 479-5621 cell
Works directly with the Board of Trustees.
Executive Assistant -
Socorro Taylor
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Works directly with the Peralta
Colleges' Foundation.
Executive Assistant -
Nancy Koo
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Executive Assistant to the
Chancellor and the Foundation –
Linda Garcia
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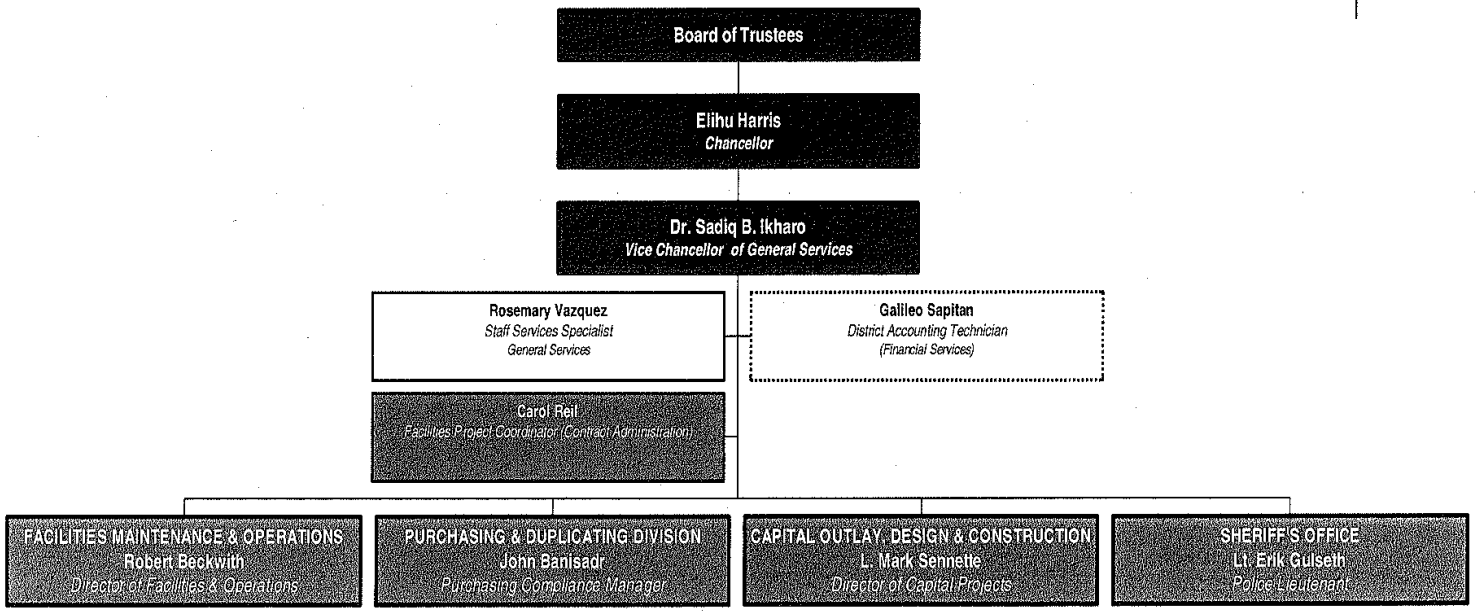
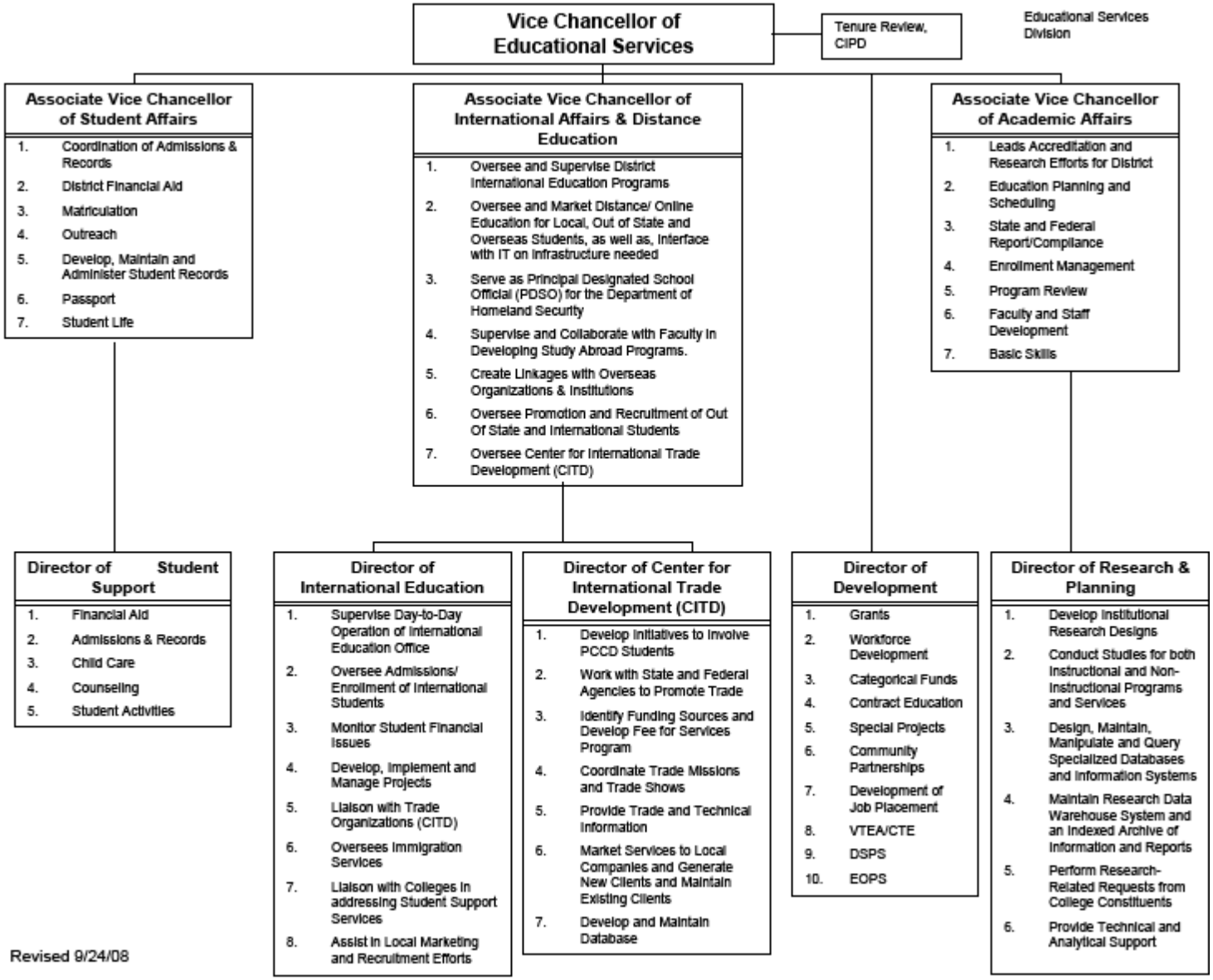
Works directly with the Peralta
Colleges' Foundation and the Chancellor.

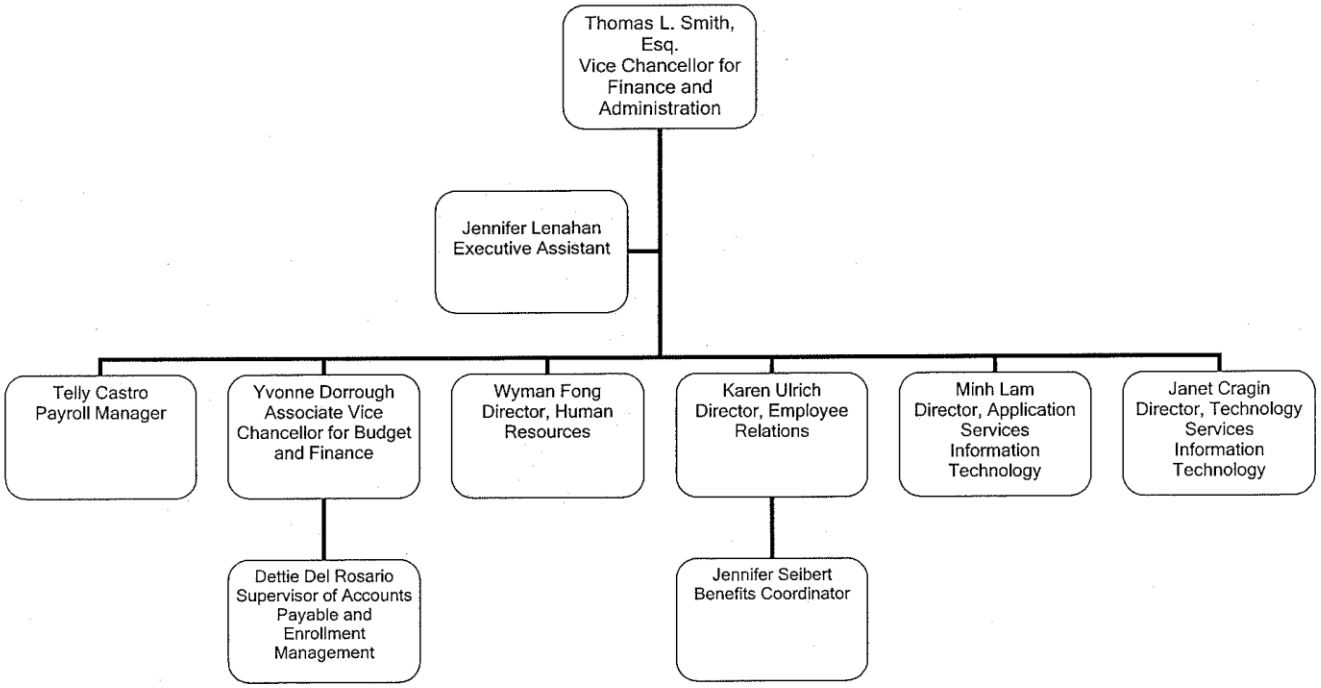
Department of General Services Organizational Chart





Revised 9/24/08

Office of Finance and Administration
July 8, 2008



OFFICE OF THE GENERAL COUNSEL

Nick Thornburg
Deputy, of Counsel
Phone (510)587-7829

- Assists Thuy

Thuy T. Nguyen
General Counsel

- Handles litigation, arbitration, mediation, and administrative proceedings
- Provides legal opinions
- Reviews contracts & other legal documents
- Provides legal advice to Board
- Serves as Board's parliamentarian
- Approves "significant" agenda items
- Handles Public Records Act

Vacant
Work Study Student
Phone (510) 466-7239

- Supervised by Thuy or Joanne to assist Roxanne and Teodora

Lisa Harris
Executive Assistant/Legal
Phone (510)466-7240

- Thuy's calendar
- Thuy's mail
- Processes Public Records Act requests
- Prepares files of personal injury cases for investigator (Pat) and attorneys (if need); Assist RM and/or claims adjustor (Pat) in coordinating meetings, investigations, following up on document collection for liability cases
- Handles discovery requests for litigation
- Notifies deposition and trial witnesses
- Assists Thuy with legal review of Reasonable Accommodation cases.
- Assists Thuy with revising Board Policies and Administrative Procedures; then transfers all final documents to Teodora for manual and website
- Maintains office library (training binders, reference guides, etc.)
- Maintains GC and RM protocol manual
- Office editor
- Legal research
- Assists Strategic Planning Initiatives

Joanne M. Baldinelli
Director of Risk Management

- Assists with loss prevention programs
- Provides risk management & safety training and education
- Handles disaster preparedness program
- Monitors insurance & self-insurance programs
- Handles tenant user liability (facilities rental) insurance program
- Reviews insurance language in contracts
- Handles certificates of insurance
- Handles Workers' Comp program
- Handles liability claims
- Serves as small claims court representative
- Handles reasonable accommodation/Fitness for duty
- Provides ergonomics
- Handles hazardous waste disposal & regulatory reporting

Carrie Burdick
Staff Assistant (temp)
Phone (510)587-7821

- Joanne's calendar
- Joanne's mail
- Handles Workers' Compensation cases
- Handles fee matrix
- Handles bill payments for both RM and GC
- Handles all office reimbursements and publication orders
- Maintains office supplies
- Greets all visitors and directs them
- Maintains cleanliness of office
- Logistics liaison for interns and work study students
- Maintains website
- Maintains Board Policy Manual (hard copy and internet links)
- Takes notes and prepares meeting summary for DW Safety Committee Meeting
- Prepares written summaries of annual safety inspections and corrective actions
- Coordinates monthly electronic backups
- Coordinates reasonable accommodation meetings, scheduling job analysis, etc.
- Maintains RM Files (i.e. Liability Reasonable Accommodation, Insurance, WC, Certificates of Insurance, Disaster Preparedness, Safety, Hazardous Materials)
- Sends out rejection letters on Tort Claims
- Coordinates collection of insurance policy renewals

Robin Flint
Rent-a-Risk Manager

- Assist in developing safety and training programs
- Disaster Preparedness Trainer

8/5/2008

PCCD – COA Functions

PCCD – COA FUNCTIONS

Standard I: Institutional Mission and Effectiveness

	College	District
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the governing board and published.	SH	SH
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
4. The institution's mission is central to institutional planning and decision-making.	P	S
	College	**District**
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	P	S
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.	P	S
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	P	S
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	P	S
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	P	S
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.	P	S

P= primary, S= Secondary, SH=Shared

Standard II: Student Learning Programs and Services

	College	District
1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	P	S
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	P	S
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	P	S
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	P	S
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	P	S
b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	P	S
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	P	S
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	P	S
e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	P	S
f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.	P	S
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	P	S
h. The institution awards credit based on student achievement of the	P	S

course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.		
i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:	P	S
a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	P	S
b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	P	S
c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	P	S
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	S
5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	P	S
6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.	P	S
a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	P	S
b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all	P	S

representations about its mission, programs, and services.		
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	P	S
a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	P	S
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	P	S
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A
	College	**District**
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	P	S
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: a) General Information, b) Requirements, c) Major Policies Affecting Students, d) Locations or publications where other policies may be found.	P	S
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	S
b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	P	S
c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	P	S
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	P	S
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes.	P	S

The institution uses the results of these evaluations as the basis for improvement.		
	College	**District**
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	P	S
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	P	S
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	P	S
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	P	S
d. The institution provides effective maintenance and security for its library and other learning support services.	P	S
e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.	P	S
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

Standard III: Resources

	College	District
1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.	P	S
a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.	SH	SH
b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	P	S
d. The institution upholds a written code of professional ethics for all of its personnel.	SH	SH
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	P	S
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	S	P
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P
b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	P	S
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	P	S
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	P	S
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	P	S
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission	P	S

and based on identified teaching and learning needs.		
a. The institution plans professional development activities to meet the needs of its personnel.	P	S
b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	P	S
	College	**District**
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	S	P
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	S	P
b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	S	P
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	P	S
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	P
b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	P	S
	College	**District**
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	S	P
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	S	P
b. The institution provides quality training in the effective application of its information technology to students and personnel.	S	P
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	P	S
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	P	S
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	P	S
	College	**District**
1. The institution relies upon its mission and goals as the foundation for financial planning.	P	S
a. Financial planning is integrated with and supports all institutional planning.	P	S
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources,	P	S

partnerships, and expenditure requirements.		
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	P	S
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	P	S
a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	P	S
b. Appropriate financial information is provided throughout the institution.	P	S
c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.	P	S
d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	P	S
e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.	P	S
f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	P	S
g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	P	S
3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	P	S

Standard IV: Leadership and Governance

	College	District
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	P	S
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decisionmaking processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	P	S
a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	P	S
b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	P	S
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	P	S
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	P	S
5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	S
	College	**District**
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.		
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.		
b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.		

c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.		
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.		
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.		
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.		
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.		
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.		
i. The governing board is informed about and involved in the accreditation process.		
j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.		
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.		
a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.		
b. The president guides institutional improvement of the teaching and learning environment by the following: • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; • ensuring that educational planning is integrated with • resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts.		
c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.		
d. The president effectively controls budget and expenditures.		
e. The president works and communicates effectively with the communities served by the institution.		
3. In multi-college districts or systems, the district/system provides primary		

leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.		
a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.		
b. The district/system provides effective services that support the colleges in their missions and functions.		
c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.		
d. The district/system effectively controls its expenditures.		
e. The Chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.		
f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.		
g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.		

Eligibility Requirements for Accreditation

ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

1. **Authority**
   The College of Alameda's authority to operate as a degree-granting institution is granted by the continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accreditation body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education. This authority is noted on page 9 of the 2007-2009 College Catalog.

2. **Mission**
   As part of the college's planning process, the mission/visions, and other value statements were subjected to a rigorous process of campus dialogue, and approved by both the Academic Senate and the College Council during 2005-2006. In 2006 the Peralta District Board approved the current version of the College of Alameda mission statement. The mission statement is published on page 8 of the 2007-2009 College Catalog.

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

4. **Chief Executive Officer**
   The college President serves as the Chief Executive Officer and is responsible for the development of programs on the campus and for the administration and operation of the college. The Board of Trustees appoints the President. The college currently has an interim president who assumed his duties on September 1, 2008.

5. **Administrative Capacity**
   Although currently operating with two instructional division deans rather than three, the college has a sufficient number of administrators to provide the programs and services defined by the college's Mission statement. All administrators are selected using District guidelines and are qualified by education and experience to perform their assigned duties.

6. **Operational Status**
   The college enrolls approximately 10,570 full and part-time students in a variety of courses leading to two-year degrees and certificates, and to transfers to four-year institutions.

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

8. **Educational Programs**
College of Alameda degree and certificate programs are consistent with the mission and based on recognized higher education fields of study. They are sufficient in content and length and maintain appropriate levels of rigor. Basic skills programs in reading, writing and math help students develop the proficiencies necessary to advance to college-level curricula or to qualify for entry-level employment. Those with limited English proficiency may enroll in ESL courses. The college has 52 academic departments and services that offer courses and programs serving transfer-oriented students. These departments offer 21 A.A. degrees. In 2007-2008, 232 A.A. degrees were awarded by these departments. The college has 8 departments and programs that offer occupational certificates and degrees. These departments offer 13 Associate in Science degrees and 16 Certificates of Completion and 14 Certificates of Achievement. In 2007-2008, 28 A.S. degrees and 40 Certificates of Achievement were awarded. Associate in Science degrees generally require 60 semester units including 22 units of general education. Certificates of Completion require a minimum of 18 units. Certificates of Achievement require fewer than 18 units of course work.

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

10. **Educational Objectives**
College of Alameda defines and publishes program educational objectives in the course outlines, in the College Catalog, in occupational brochures, and in instructional planning documents that are regularly reviewed and updated.

11. **General Education**
General education courses have the required breadth to promote intellectual inquiry. These courses include demonstrated competence in writing and computational skills and serve as an introduction to major areas of knowledge (Title 5: 55806). The quality and rigor of these courses is consistent with the academic standards appropriate to higher education. The general education component of programs is consistent with statewide standards and meets the California State University General Education breadth requirements and the University of California Intersegmental General Transfer Curriculum (IGETC) requirements. Degree credit for general education programs is consistent with levels of quality and rigor appropriate to higher education.

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

13. **Student Services**
College of Alameda provides appropriate student services and programs that address the needs of a diverse student population. These services include Counseling, Orientation, Assessment, Financial Aid, Transfer services, Matriculation, Extended Opportunity Program and Services (EOPS), Programs and Services for Students with Disabilities (DSP&S), One-Stop Career Center, Child Care Services, Student Activities Office, Student Health Services.

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

15. **Information and Learning Resources**
College of Alameda provides access to information and Learning resources as well as instructional programs and services to support its educational mission. The library provides a wide range of print materials, books, periodicals, newspapers, and access to a comprehensive array of electronic databases. Other learning resources include Learning Resource Center (including Writing, Math, ESL, and Open Labs) on the second floor of the L Building.

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

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

18. **Institutional Planning and Development**
The college's Educational Master Plan guides overall institutional planning and development. Other critical planning documents include the annual Unit Plans, Technology Plan, Matriculation Plan, Emergency Preparedness Plan, Student Equity plan, and Facilities Plan.

19. **Public information**
The mission statement of the college is published in the college catalog. Other catalog information includes degrees and curricular offerings, student fees, financial aid, refund policies, admissions policies, information about transfer requirements, and academic credentials of faculty, staff, and administration. The college also produces numerous program pamphlets, and the campus newsletter, *COA Today*. College information is also published on the campus website. Names of the members of the Board of Trustees are also included.

20. **Relations with the Accrediting Commission**
The Board of Trustees provides assurance in its policies and actions, and in its validation of this Self-study, that the college adheres *to* the eligibility requirements and accreditation standards and policies of the Commission (ACCJC-WASC).

Responses to the 2003 WASC Evaluation Team's Recommendations for the College of Alameda:

Recommendations:
The 2003 WASC evaluation team made four college-level recommendations. These are listed below with current statuses at the College of Alameda.

1. <u>Availability of Student Information</u>: 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)

In its March 26, 2004 report, the WASC evaluation team stated that the college is making satisfactory progress in responding to the recommendation concerning the implementation of a process ensuring that accurate and current information is consistently available to students via the college publications and the college website. (Standards 2.1, 2.9)

From 2004 to 2006, the college formulated several self-identified issues relating to Standards 2.1 and 2.9. The issues and solutions are provided.

2.1 Modify the language of the catalog to increase readability and clarity; add multiple language entries for selected information and a statement regarding availability of all information in alternate formats. A system has been put in place to address these issues. Ongoing responsibility for checking the accuracy of college's publications is held jointly by the Office of Instruction and the Office of Student Services.

2.2 Place responsibility for checking accuracy of academic requirements and student services information for all college publications with the offices of Instruction, Student Services, and Public Information. A system has been put in place to make these this change.

2.9 The college has established a systematic process whereby regularly policies, practices and publications reflect the mission, programs and services of the college. These systematic checks are done by the College Council and by the offices of Instruction, Academic and Student Services, and Public Relations.

2. <u>Library and Audiovisual Services:</u> 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, collections development, use analysis, faculty involvement, and technology. (Standard 6.7)

Librarians and library staff have made progress in the following areas: collecting and assessing; developing instructional programs (courses); and developing collections using learning outcomes; Some of this information has been successfully integrated into institutional review processes, but deep-seated factors in established policies and procedures still impinge on full partnership with other college and district programs and services. (See Online Library Planning Documents) While it should be acknowledged that librarians and library staff have gained a greater voice in the campus community, due to greater transparency in institutional practices and processes, full inclusion of library programs and services in institutional planning, and especially in documents that reflect this planning on the college and district level, remains problematic.

A program review was completed in 2006 for the library and audio-visual services. As recommended by the Accreditation visiting team and as a part of this program review, the library did a 10-year budget analysis, and continues to collected data about annual budgets (proposed and allocated). Collection Development has been addressed by an analysis of circulation statistics in conjunction with a weeding project initiated in 2007 to update collections on a subject/discipline basis. Funding for multi-media materials and supplies has not been adequately determined. Faculty participation has been sought for weeding and for recommendations for new materials. Measure A bonds funds have been identified ($50,000 annually) for support of acquisitions of new research materials. Library technology concerns have been addressed to accommodate remote and more diverse methods of accessing library research materials via an EZPROXY server, and on-campus wireless access. Other technology concerns center around the prompt replacement of hardware, an issue endemic to the entire campus community. Use analysis has been addressed by establishing methods for collecting, analyzing, and publishing circulation statistics. In 2007 a new security gate system was installed that provides building use statistics.

Part of the program review was an analysis of the traditional budgetary and administrative relationship between the library and audiovisual in light of actual practice. The Audio/Visual department continues to collect circulation and other statistical data as staffing allows. As a result, the reconfiguration and re-conceptualization of audio-visual services to meet 21st century use and format demands is a current topic of dialogue between relevant constituents.

Reference: IIC

3. <u>Backlog of Evaluations:</u> 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).

In its March 2004 report, the WASC evaluation team stated that the college is to be commended for reducing the backlog of evaluations and becoming less dependent on the district to supply it with evaluation due dates, but it needs to continue to develop the forms and processes for evaluating part-time classified and student employees. Such forms were developed and are somewhat consistently employed.

All personnel are to be evaluated systematically and at stated intervals as outlined in the Local 1021 and Local 39 Collective Bargaining Agreements (Manuals with articles) and the Peralta Federation of Teachers "Faculty Evaluation Guidelines", Appendix A20.

During the four-year tenure track review process, a four-member committee, including the division dean or vice president and three faculty members from the discipline or a closely aligned discipline, evaluates new full-time faculty members. Probationary faculty members undergo rigorous evaluation, which includes student evaluations, faculty portfolio, peer observation, administrator observation, and self-evaluation during each of the four years before a recommendation is made. All materials are reviewed by the candidate and filed in the office of the ice president of instruction. The tenure track faculty evaluation process is coordinated by a tenure

review facilitator. The tenure review facilitators for the four colleges meet regularly to address and discuss various issues occurring at the individual colleges. Each fall semester, the tenure review facilitator and the academic senate president sign a form for each candidate stating that the tenure review process has been followed. The appropriate vice president and the college president annually sign a form recommending either non-continuance, continued probation, or granting of tenure.

Tenured faculty members are to be evaluated every three years. Comparable to the tenure-track process, the evaluation process includes peer observation (for instructional and non-instructional faculty), student surveys, an administrator evaluation, the faculty member's self-evaluation, and a portfolio.

As noted, monitoring the evaluation of tenure track candidates is a collaborative effort performed by the tenure review facilitator, the appropriate dean or vice president, and the committee chair. The monitoring of the evaluation of tenured faculty rests with the division offices.

The evaluation of adjunct faculty takes place in the first semester or first year of service, and at least once every six semesters thereafter. The evaluation includes peer evaluation, student surveys/evaluations, administrator evaluation, and self-evaluation. For initial evaluations, the evaluation committee consists of two faculty members (full- and/or part-time) and an administrator.

Monitoring of the evaluation of classified personnel is managed by the Office of Human Resources. District developed forms may be found online at http://peralta.edu/apps/comm.asp?$1=482.

Evaluation of managers is conducted on an annual basis. Evaluation instruments are sent to 25 employees identified by the manager, including other managers, faculty, and classified staff. The evaluation process is an open process and others, in addition to the 25, can complete an evaluation form. The performance evaluation addresses the strategic planning goals of the District.

Student workers are evaluated every term by their supervisors. As previously cited, a standardized form designed by financial aid is used.

References: II A and III A

4. Fiscal Stability: 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)

In its March 2004 report, the WASC evaluation team stated that the college is to be commended on its effective and well-accepted process for allocating discretionary funds on campus, but it cannot make adequate process towards linking financial and institutional goals until the District develops a transparent budget process that uses the educational strategies developed. The District is attempting to develop an equitable budgetary process within its Council on Instruction, Planning and Development (CIPD). The District Office is formulating a transparent link between financial planning and institutional goals. In Fall 2008, the College of Alameda began the process of eliminating its action priorities and replacing them with activity

objectives and measurable outcomes. This set of activities and outcomes will be integrated into the College's 2008-2009 planning and budgeting cycle. It is intended that the incorporation of measurable outcomes and their systematic and cyclical tracking will support the CIPD efforts and will enhance institutional goals as related to educational quality and financial stability.

In addition, the College of Alameda has sought new sources of funding through major federal, state, and foundation grants. A Title III planning grant, awarded in 2004, led to other grants, as follows:

- EQUITY SCORE CARD (2004-2006): This was a Lumina Foundation grant project to establish baselines for measuring student access and success by race/ethnicity, gender and disability. The project resulted in two equity plans [circa 2005 and 2008] and a grant from the Lumina Foundation.
- SSPIRE (2006-2009): This is a James Irvine Foundation grant project to create small learning communities for "at risk" students to prepare them for a certificate, degree or transfer.
- Basic Skills Initiative (2007-2008): This was a California Community College Chancellor's grant focused on assessing the current conditions of basic skills at COA and problem-solving its needs by quantitative and qualitative data.
- ATLAS (2008-2010): This is a recent California Community College Chancellor's grant that focuses on improving transportation services within the East Bay as well as in- and out-bound destinations. The grant targets the vocational educational programs involving transportation (e.g., automotive, diesel, and aviation), business administration, and new CIS programs in GIS management.

It should be noted that the College of Alameda is aware of the fact that all grants are viewed as "seed-money" to initiate and/or "jump-start" programs in developing new concepts leading to knowledge exchange/ development and fiscal stability. This "new knowledge" is an invited endeavor in establishing a more expansive and fiscally sound environment for the college. At this writing, the college is in the process of strategically targeting grants that will support its endeavors and can be sustained over time.

References: IB and IIA

Responses to the 2003 WASC Evaluation Team's Recommendations for the Peralta Community College District:

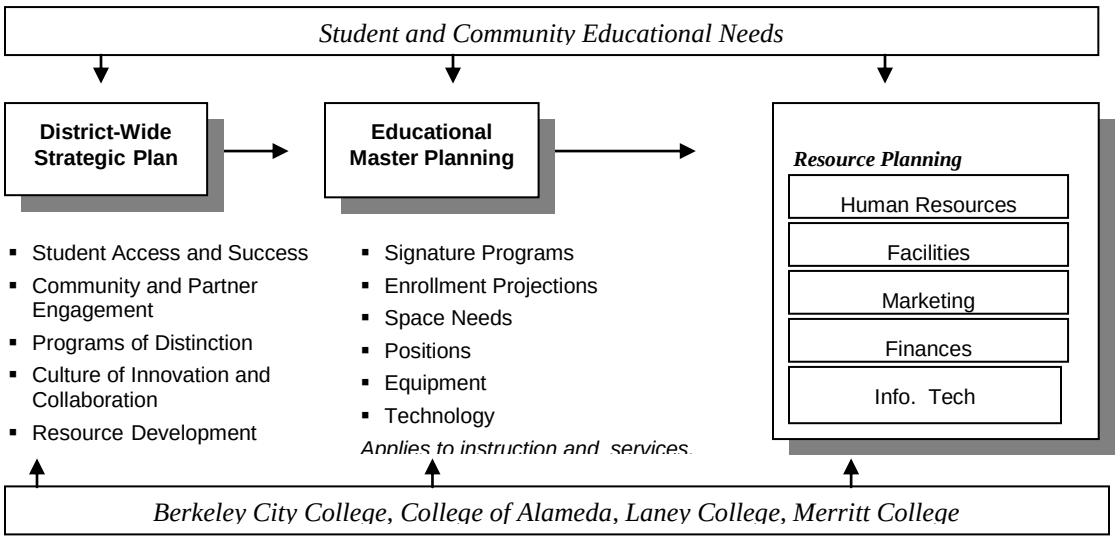
Since the 2003 Accreditation evaluation visit and subsequent visits, the AACJC/WASC teams made several district-level recommendations. These are listed below along with the current status if each within the Peralta Community College District.

Recommendations:

District Recommendation I (College of Alameda Recommendation 1): The team recommends that a district-wide plan and an implementation process be created that are strategic and systematically integrate the education, 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 the plan and the ongoing planning processes are

communicated throughout the district. *(2002* Standard I.B, II.A.l, II.A.2, II.A.2.a,e,f, III.A.6, IIl.B.2.b, III.C.2, III.D.l.a, IV.B.l ,2,3)

Peralta's strategic plan and implementation process continue the forward momentum observed by the accreditation team during its last visit. The updated strategic plan, adopted by the board at a workshop on November 14, 2007, led to a district-wide educational master plan (and planning process). These developments led, in turn, to plans for fiscal, physical, and human resources planning in the service of its overarching mission to students and the community. The implementation process for all plans is spelled out as well. Colleges, in their parallel planning process, are involved in both planning and its implementation, through participation in the key planning committees.



Included below is a "road map" that identifies where in the complete document the detail can be found that responds to the team's recommendations.

The Road Map

Strategic integration of the education, financial, physical, and human resources of the District.
Peralta Community College District has established a Strategic Management Team (SMT) that meets twice a month; it brings together leadership of the district service centers (education, fiscal, general services), the chancellor, and the four college presidents. The SMT…"has responsibility for ensuring effective implementation and supporting collaboration across the colleges and service centers" (section IX).

Two key examples of strategic integration are: 1) the development by the District-wide Educational Master Planning Committee of an integrated planning and budgeting calendar which was adopted by the Chief Finance Officer (section VIII); and 2) the connection of the District-wide Educational Master Plan and the Facilities Master Plan (section VI).

A planning process inclusive of the four colleges and the communities.
Planning that is inclusive of the district and the four colleges is evident in three new ongoing committees: the District-wide Educational Master Planning Committee; the Strategic Management Team; and the Strategic Planning and Policy Advisory Committee (SPPAC).

(Sections IV & IX). The environmental scanning process included large scale data collection, focus groups within the community and among stakeholders, and extensive review of the local research reports. (section V)

Institutional outcomes with criterion for evaluation on a periodic basis.
Institutional outcomes were developed to reflect and measure progress toward meeting the Strategic Plan's five strategic goals. These outcomes have been incorporated into the performance evaluation process for district and college managers; they have been presented and revised in the SMT and the SPPAC (section X).

Integration of educational master plan with program reviews
In order to complete the district-wide educational master plan, the colleges agreed to undertake a review of every program at each of the four campuses, using a process called "accelerated instructional program review." By November 2007, two of the four colleges had completed 100% of their program reviews; the other two colleges completed unit reviews, a variant of the program review process. The program reviews and unit plans, along with plans developed by college student services units and others, were the basis for the College Educational Master Plans. These plans were then integrated the District-wide Educational Master Plan (section I & II)

Chancellor assurance that plan and process are communicated throughout the district.
In addition to regular reports to the Board, the Chancellor and his staff have presented the Strategic Plan, the District-wide Educational Master Plan, and the integrated planning process during regular "listening sessions" that occurred at each college (section IX).

Summary

The Peralta Community College District is implementing an evidence-based, integrated, and collaborative process that addresses the specifics of the accreditation recommendation. As has been documented in the various progress reports submitted to the Accrediting Commission, Peralta is implementing an integrated planning and resource allocation process that brings together the four colleges and the district office and integrates education, technology, human resources, facilities, and fiscal resources.

The Peralta Community College District has developed a district-wide strategic plan, in collaboration with the four colleges and the central services of the district office, to meet the current and future needs of students and the community.

The Strategic Planning and Policy Advisory Committee (SPPAC) continues to track policy and strategic planning and meets on a monthly basis. SPPAC is the district-wide shared governance body which monitors the strategic plan and implementation of the plan and conducts plan updates.

The Strategic Management Team (SMT) leads the collaborative effort to implement the strategic plan. The SMT brings together the four college presidents, the three vice chancellors, and the chancellor to collaboratively champion the plan. The SMT has set short-term and long-term goals for the district. The SMT ensures that facilities planning, technology planning, human resource planning, and fiscal planning are based on educational needs and address the needs of the community.

The four colleges and the central services of the district office completed program reviews or unit-based reviews. The college reviews examined student success,

enrollment, community needs, student learning outcomes, and curriculum and support services. The program reviews and the unit/program plans have served as the foundation for the college educational master plans and the district-wide educational master plan.

In spring 2007, the Committee for Strategic Educational Planning (CSEP) conducted long-rage educational planning in a shared framework across the colleges. CSEP was composed of the four college academic senate presidents, the four vice presidents of instruction, and the vice chancellor of educational services. CSEP developed a curriculum/program evaluation process which was incorporated into unit/program planning and determined whether to "grow" a program, "maintain" a program, or "watch/ revitalize" a program.

Unit planning and the college and district-wide educational master plans include a process for continued review of environmental scan data of student, demographic, and labor market information to identify areas for future growth. The environmental scanning has included the work of Computer Aided Planning, the Oakland Chamber of Commerce McKenzie Report, Accountability Reporting for Community College data, and the Community College Survey of Student Engagement at College of Alameda and Laney College.

The district-wide educational master plan, overseen by the District-wide Educational Master Planning Committee, documents college agreements and processes for ongoing planning and implementation of the plans. The college educational master plans served as the basis for the district-wide educational master plan and bring together the college program reviews and unit planning. Further, the plans respond to the environmental scan data so that planning addresses community needs rather than addressing perceived needs. The college educational master plans identify human resource needs as well as facilities, technology, and fiscal needs.

The educational master plans are now the foundation for human resource planning and technology planning. These plans drive the long-term facilities master plan to be finalized in spring 2008, and they will serve as the basis for fiscal decision-making.

Throughout this process, and in keeping with the 2002 accreditation standards, each college has continued to focus on student learning outcomes and assessment. The move from focusing on teaching to focusing on learning was a guiding principle in the program reviews and a guiding principle in district-wide planning.

All planning efforts to date were reviewed by the board of trustees at a November 27, 2007 workshop. The board continues to take their policy role and review role seriously. The board workshop also was one of many ways to give public attention to the ongoing planning processes in the Peralta Community College District.

Finally, the development of a planning and budgeting integration calendar (pp. 25-28) will close the loop and set up a transparent process for the integration of planning and budgeting.

As outlined above, the district, in conjunction with the four colleges, has made significant progress in fully integrating its planning and budgeting functions. The four colleges worked with district service units; meanwhile, the College of Alameda has continued on a parallel course towards integrating its strategic planning and budget processes with its internal constituency groups. As with the previous year, the college's professional day agenda for

both spring and fall 2007 served as reminders of the college's vision, mission, and Institutional Learning Outcomes (ILO's).

These ILO's were debated and revised by the shared governance body of the faculty Academic Senate and were adopted as part of a working document by the College Council in May 2006[Appendix I]. During that same semester, a subcommittee of the College Council proposed an Integrated Planning and Budgeting model. After much discussion, the College Council adopted the planning model with timelines; these timelines are adjusted each year based upon the academic calendar. [Appendix II] The integrated planning and budgeting model was then used to develop a priority-funding list and became the basis for the 2007-2008 budget. [Appendix III]

What follows is the guiding framework for the college's integrated planning and budget process; it aligns with the district guidelines.

Guiding Framework

The plan's guiding framework provides the concepts and principles that are the foundation of the plan. This framework consists of: the Mission, Vision, Values, which are reviewed every six years; the Institutional Learning Outcomes and Program Reviews, which are reviewed every three to six year respectively; and finally, the unit plans and Student Learning Outcomes (SLOs'), which are reviewed annually by faculty, disciplines, and departments.

Chronology of the Processes

March - May 2006

On May 10, 2006, the College Council adopted the Institutional Learning Outcomes (formerly called college goals and objectives), which are set every three years. The Council solicited feedback on strategic directions and institutional priorities from all contingency groups (Academic Senate, Classified Senate, and ASCOA); the Council conducted an open forum during college hour in which the President provided an overview of the recommendation.

July 1-August 31, 2006

The college Research and Planning Officer organized and analyzed student success data from the academic year 2005-2006, to include student GPA, course completion, persistence, and transfer. This data was presented to the faculty by discipline at the professional day meeting on August 22, 2006.

September 2006- February 28, 2007

On September 27, 2006, the College Council adopted the Strategic Directions for the college, which will guide COA for the next three to five years, and the Institutional Action Priorities for the next academic year.

Using Educational Plans, Student Learning Outcomes, student data from the previous academic year, and program reviews, the planning units began developing annual action plans according to the college's Strategic Directions and annual Institutional Action Priorities. Planning was done by Disciplines, Planning Units, Learning Communities, Clusters, Standing Committees, and/or Interdisciplinary Projects.

October 2006

The official Integrated Planning and Budgeting cycle began during the month of November. Planning Units completed Integrated Planning and Budgeting templates as part of the budget request process. During this initial implementation, faculty voiced concern over what items should be included and what should be excluded from the requests. The college management team held an offsite retreat to discuss this as well as other pressing items. The consensus was that the President should again provide an overview at the spring 2007 Professional Day.

January 15 – February 28, 2007

The Business Office provided a base operating amount (maintenance of effort template) for each operational unit. This became the baseline for anticipated funding levels for all units. During the spring 2007 Professional Day, several recommendations were made to the Integrated Planning and Budgeting template. After review and modification, it was decided at the Executives Meeting that the staff should be given an additional two weeks to complete their input. A revised timeline was developed and sent out to all faculty and staff. Additionally, the President inserted short explanations of what information should be placed on the Integrated Planning and Budgeting template.

During this time, various units worked on completing their plans; submitted them to the appropriate manager(s). Separate prioritized lists for the instructional, administrative and student services support areas were collected and printed in preparation for a review by the management team.

March 1 – 15, 2007

The completed Integrated Budget and Planning templates were reviewed by the Divisions, and recommendations were consolidated into one document by the administrative team:

- Division I (Division Dean)
- Division II (Division Dean)
- Student Services Council (VPSS)
- Library & Learning Resources (VPI)

March 16 – 23, 2007

The Management Team reviewed the Budget and Planning templates from the four (4) Divisions and Service Centers (President (Public Information and Research), Business and Administrative Services, Institutional Technology, Office of Instruction, and Student Services administration). Final prioritization was made and funding allocations requests presented to the Business Office.

March 26 – April 6, 2007

The Business Office reviewed and analyzed the budget requests. They were also reviewed by the District Finance Office.

April 9, 2007

The Budget Committee met to review the prioritized requests for funding. This meeting was announced campus wide, and faculty, staff and students were encouraged to attend. The Budget Committee endorsed and made recommendations on changes to the budget requests, and these budget requests were forwarded to the College Council.

April 18 - 25, 2007

The College Council conducted two meetings during which budget requests were reviewed as presented by administrators/managers, faculty, and classified staff. The intention was to

reach consensus so that a recommendation could be made to the college President. This meeting was open to all faculty and staff.

April 25 – May 2, 2007

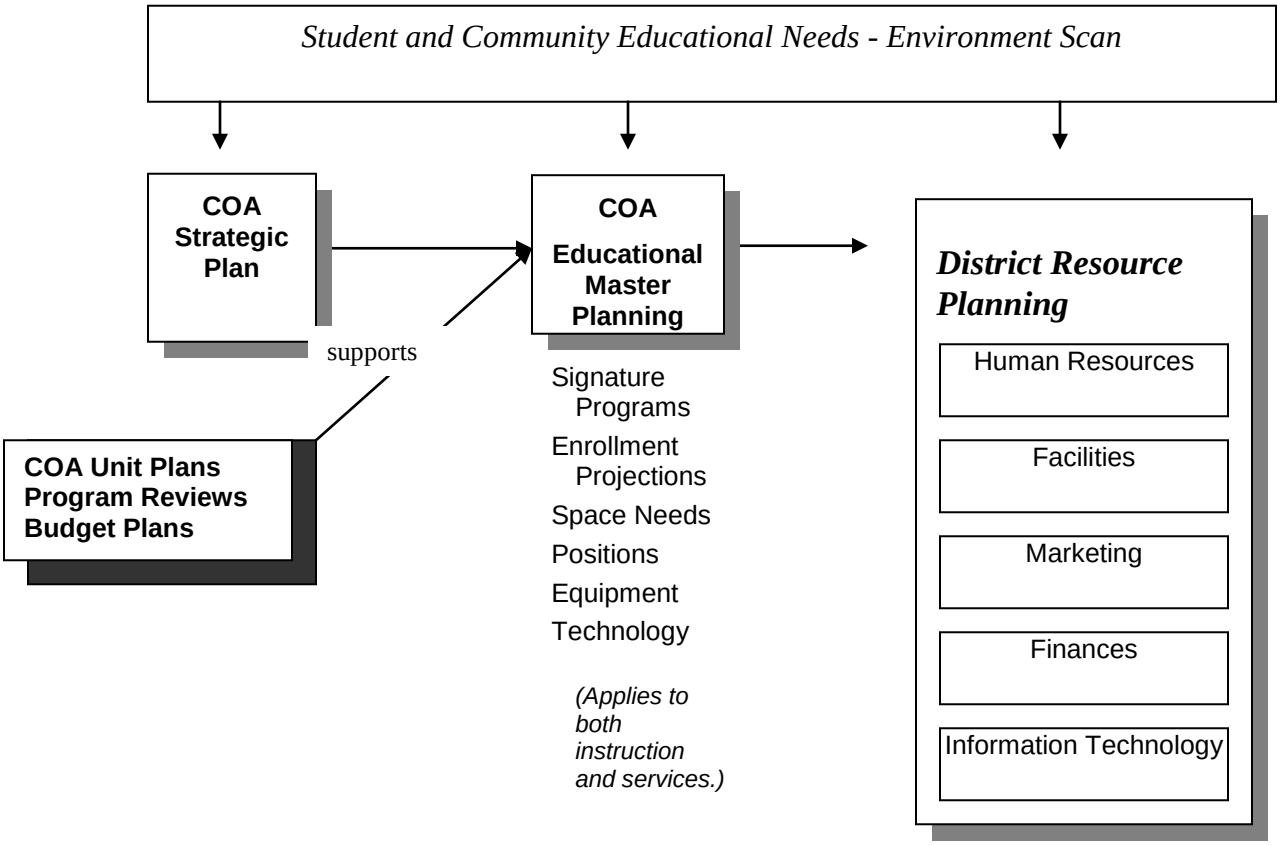
The College President made a final decision regarding approval of the budget requests with the stipulation that the requests were subject to the availability of funds.

May 2 – 30, 2007

It was anticipated that the Business Office would enter the approved budgets in support of Institutional Learning Outcomes (ILO's), Strategic Directions (SD's), and Institutional Action Priorities (IAP's); however, based upon delayed budget negotiations by the state, this did not happen until late September 2007. The approved priority list is provided as Appendix III. The current Integrated Planning and Budgeting Timeline for Academic Years 2007-2008 and 2008-2009 are included as Appendix I.

Action Plan:

The college is in the final stages of completing SLOs and an accelerated program review process. The goal is to have all disciplines conduct the internal review process during this academic year. Programmatic data garnered from this process becomes input for completing the annual unit plans and the development of the Educational Master Plan.



A coordinated and strategic educational master planning process will create a firm foundation of mutually supportive career, academic, and basic skills programs across the colleges. The Educational Master Plan is nearing completion and sets the stage for all other

resource decisions; it will be the driving force behind the facilities master plan. The EMP will reflect a strategic assessment of which programs would most support community needs now and in the future, and which existing programs need to be adjusted to better address changing needs.

Reference: Excepted from the College of Alameda 2008 Progress Report

3. Interim Chancellor: 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. (2002 Standard 10C.1)

The interim Chancellor became the permanent head of the Peralta District in April 30, 2004 and maintains a good working relationship with the board of trustees.

Reference: The College of Alameda 2005 Progress Report

As of September 2008, there are 59 district managers, 50 of whom are permanent. The interim management positions are at various stages of the recruitment/ selection process. The Chancellor is working with the college presidents to ensure stability in college administrators.

Reference: Wyman Fong, Director of Human Resources, 11/03/2008 personal e-mail.

4. The team recommends that the college(s) and district jointly address administrative turnover by filling interim and temporary positions as quickly as possible to provide administrative stability for the colleges(s). As part of its comprehensive planning process, the college(s) should develop short-term and long-term staffing goals. (2002 Standards III.A.1, III.A.2, III.D.6, IV.B.1)

The Peralta Community College District is comprised of the district office and the four colleges. For many years, the Peralta Community College District has been viewed as a "training ground" for administrators whose professional goal includes promotion to a presidency or chancellorship. Statewide, some of the highest administrative positions are filled by former Peralta administrators. While Peralta takes pride in the fact that it more than adequately prepares administrators for higher-level leadership positions, there is the "Catch-22" component: Peralta colleges often experience a leadership gap as administrators are promoted into positions elsewhere in the state. The California community colleges, in general, are facing a stark leadership gap that complicates the process of quickly filling administrative leadership with permanent hires (please refer to "ACCA Reports," Association of California Community College Administrators, Summer, 2007).

One step the Peralta Community College District has taken this academic year to address the "leadership gap" is to raise the salaries of administrators, particularly the entry-level deans, with the hope of persuading faculty members to consider the move into administration. Of course, the concomitant rise in faculty salaries may have offset any financial incentive for such a move.

Another strategy to address the "leadership gap" has been the formulation of a "Grow Your Own" Leadership Succession Program aimed at providing leadership and operational skill

development for promising future administrators. The program is a two-year program with participants from the four colleges and the district office.

The Peralta Community College District has had to deal with numerous administrative changes, which are listed here: the Vice President of Instruction at Berkeley City College died in December 2006; the Vice Chancellor of Educational Services (district office) died at the end of the spring 2007 semester; the Vice President of Student Services at Merritt College made a decision to accept a position in Delaware and left at the end of the spring 2007 semester; the Associate Vice Chancellor of Research, Planning and Development decided to return to his original position at the State Chancellor's Office; the Merritt College President retired in 2006; and the Berkeley City College President, at the end of the spring 2007 semester, accepted a college president position at a larger California community college. It is difficult for an organization to plan for such dramatic changes in administrative leadership. Several other administrative positions became vacant during the time period of this report, most of which now have been filled. It should be reported that after a lengthy hiring process for the position of Vice President of Student Services at Laney College, the individual chosen for the position, and even approved by the Board of Trustees, declined the position when he discovered that he would not be eligible for lifetime medical benefits in the Peralta Community College District, benefits in which he was vested in the district for which he currently works.

In some instances, in an effort to provide stability and a skilled replacement, positions have been filled on an interim basis with retirees who were formally successful administrators in the Peralta Community College District; in other instances, replacements have been made by the internal moving of administrators to different positions. As anyone would readily acknowledge, an educational institution has no "down time" and must continue to provide services to the community in a responsible manner; thus, immediate interim appointments are necessary.

Reference: Excepted from the College of Alameda 2008 Report

At the time of the writing of this report, the administrative positions that are filled on an interim basis, and the status of the process for permanent hire, are as follows:

- The College of Alameda (COA) has an interim President and Vice President of Student Services and an interim Director of Equal Opportunity Programs and Services (EOPS). The COA dean of student support services made a lateral move to Berkeley City College. When this dean moved, the COA administration made a decision to reorganize the administrative leadership for student services; after a deliberative process, it was decided to create a director of EOPS, in compliance with Title 5, rather than replace the dean. The position is currently being filled with an interim, an individual from within the Peralta Community College District. This position will be advertised for permanent hire before the end of this academic year.

- Berkeley City College (BCC) has an interim vice president of instruction and instructional division dean. The Vice President of Student Services will be re-advertise Spring 2009.

- Laney College permanently filled three instructional division dean positions and the position of business manager. There is one administrative vacancy, dean of student support services, which is currently being filled by an interim.

- Merritt College permanently filled the position of college president. There are two vacancies: the vice president of student services, currently being filled by an interim appointee; and a Division Dean. It is anticipated that these positions will be permanently filled by Spring 2009.

- The District Office has three administrative vacancies: Chief Information Officer; Associate Vice Chancellor for Academic Affairs (currently has an interim); and the Associate Vice Chancellor for Admissions, Records and Student Services (currently has an interim).

Reference: Wyman Fong, Director of Human Resources, 11/03/2008 personal e-mail.

Short-term and long-term staffing goals are being identified at the district office through the unit review process, and at the four colleges through the program/ unit review process. The Strategic Management Team has committed to utilizing the annual updating of the unit/program plans as the basis for annual hiring decisions. Such decisions will go through a deliberative process and are subject to budgetary considerations. Position needs at the district office are regularly reviewed, and existing vacant positions are filled as quickly as possible; new hires are subject to budget availability and the determination of the need for a permanent position.

The college will continue to work with the district to fill vacant positions as they occur. At present, the college has two top-level vacancies, the President and the Vice President of Student Services. At this writing, there are other vacant positions that need serious considerations: two full-time counselors, a financial aid clerk, and full-time faculty in select disciplines.

Additionally, the Educational Master Plan will provide the foundation for long-term investments in staffing and professional development based on a needs analysis and given budgetary constraints.

Reference: Excepted from the College of Alameda 2008 Progress Report

2. Health Care Costs: 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. (2002 Standard 9.C.1)

The District has taken several steps to reduce unfunded liability for post retirement medical benefits. These steps included the following: an actuarial study of current and projected demands for post-retirement medical benefits that reduced liability of four million dollars; a change of a different medical benefit carrier with modified benefits to employees; a reduction of long-term benefits for employees hired after July 1, 2004 and the issuance of $150 million in bonds, the proceeds of which will offset the annual costs of benefits. The sale of the bonds occurred in early January 2006. [WASC 10/28/05 Visit Report]

Reference: AACJC/ WASC 10/28/2005 Visiting Team's Report.
The board of trustees is also in the process of revising its investment policy. Once this is completed, the District will have a new investment policy in place that will then be utilized to guide the investment of the proceeds from the bond sales.

After carefully laying the groundwork, getting authorization from all necessary parties, and finding financial institutions willing to sponsor and service the bond issue, Peralta had put the 45-year bonds on the market on December 19.One strong apprehension about offering the bonds was that they wouldn't sell at a favorable interest rate. However, when Peralta's bond rating was established at AA, a very good level, prospects began to look rosier; when the bonds were offered, they were sold within 30 minutes. In fact, they were oversubscribed.

But selling the bonds is only half the battle. To win the unfunded liability war, the $150 million raised has to be invested at a higher rate of interest than Peralta will be paying out to the bondholders so that a solid income stream is established. Peralta estimates that an average six percent annual return over the next 45 years will be sufficient to give the district enough to level out the projected sky rocketing costs of retiree health benefits. In addition, a lock box for that income was also created so that future Peralta managers, unions, and boards cannot use the funds for anything else. Also, for current Peralta retirees health benefits should be in that lock box also. It will be extremely difficult under the terms of the bond issue for Peralta management and employee unions – should they ever want to do so – to modify benefits in any way, either unilaterally or through negotiations.

Reference: Peralta Center News, February 2006

5. Board of Trustees- Role and Function: 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 the 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)

As of July 12, 2005, the board no longer approves advertisement and employment of classified positions and has delegated such authorization authority to the chancellor. The board policy review committee began to separate board policy from administrative procedures. The board of trustee approved the revision of several critical policies from July 12, 2005 to February 12, 2006. In addition, new policies were approved. These policies were 1.20 (a policy that delineates the board's role in the chancellor's selection) and 1.06 (a policy specifying the Board of Trustees Code of Ethics and Behavior).

To refine its delineation of policy versus administrative procedures, this year the Board of Trustees either revised old policies or approved new ones. These policies were 1.05 Duties and Responsibilities of the Board of Trustees (revised September 16, 2008), 1.25 Policy and Administrative Procedure (new – adopted September 16, 2008), 1.26 Institutional Planning (new – adopted September 16, 2008) and 1.27 Recruitment and Hiring (new – adopted September 16, 2008).

The duties and responsibilities of the chancellor are to: direct the operation and administration of the district in conformity with board policies; formulate and recommend district policies to the board; implement board policies; serve as secretary to the board, attend all meetings of the board; prepare and submit to the board the annual budget for the district; control and administer the budget; recommend organizational structure of the district; maintain continuous review of educational programs with college presidents and

recommend changes that will improve quality of the programs offered; provide leadership to the four colleges and the executive cabinet; establish accurate and complete record systems for all funds, student attendance, and inventories of equipments; represent the district at presidents'/principals' meetings of colleges, universities, and high schools; establish and maintain programs for recruitment, selection, development, and retention of competent personnel; maintain an active program of research as it relates to the development of educational programs; build partnerships with businesses, industries and community-based organizations; meet with governmental and legislative leaders; make decisions on the development and implementation of capital projects; and provide strong leadership to the district administrative staff.

Based upon board policy, the role of the district office is the provision of support services to the four separately accredited colleges.

The college president reports directly to the chancellor. The college president provides the necessary leadership to ensure that the college embodies its stated mission, vision and values and in so doing meets the need of the community. The president is responsible for building a dynamic, productive administrative team and effectively delegating responsibilities and requiring appropriate accountability. The president is responsible for the ongoing strategic/master planning, implementation, and evaluation processes for the college. The president builds strong partnerships with the district office, business, industry, community organizations, local governments, and four year institutions. The president works in a shared-governance manner building a sense of trust and community that promotes appreciation of all segments of the internal college community. In short, a college president must be a team-builder, skillful manager, accessible leader, action-oriented leader, effective communicator, and a self-assured individual.

References: Excepted from the College of Alameda 2008 Progress Report and Roxanne Epstein, Administrative Manager for the Board of Trustees

6. The team recommends that the college(s) and district immediately explore and obtain acceptable short-term solutions to fill in the gap of information posed by the district's current fiscal computer infrastructure. (2002 Standards I.B, IV.B1,2)

Background: The June 30, 2005 annual financial audit report found that the administrative and financial accounting software system utilized by the Peralta Community College District was inadequate. The "legacy" system did not provide crossover analysis to either employee records within the Human Resources Department or to student records, financial aid, or admissions and records. In the event of a disaster, the ability of the district to recover financial and administrative data was determined to be extremely difficult, if not impossible. The external auditors recommended that the district make obtaining and utilizing a fully integrated accounting software package the highest priority. In view of the recommendation from the external auditors, the district considered several different options, but settled on PeopleSoft, a system that included a fully integrated accounting chart of accounts for all assets, liabilities, revenues, and expenditures of the District, a system that would be fully integrated into the Human Resources Department (local name, PROMT) and the Student Administration System (local name, PASSPORT) (Cf. PCCD June 30, 2005 Annual Financial Report).

Implementation Challenges: The challenge for the district has been with the implementation of the PeopleSoft system. The district has experienced a series of glitches: (a) PeopleSoft failed to complete the installation before it was bought out by Oracle; (b) in order to complete the installation, the district had to hire outside consultants; resolution is underway; (c) the colleges are having difficulty tracking income and expenditures, such as:

1. purchases
2. positions
3. open and inter-fund accounts
4. inter-fund transfers
5. intra-budget transfers and posting

Solution to Full Implementation: The short term solution is threefold: The colleges maintain a manual tracking system with spread sheets (Excel); the district office maintains the integrated system with PeopleSoft (which is not yet fully operational); and, third, the district office and the colleges work on improved communications.

Currently, the college business officers and district office personnel meet bi –weekly to reconcile differences and to resolve issues regarding full implementation of the PeopleSoft system (PROMT). It should be noted that not all of the problems being experienced are necessarily software related. Therefore, the important thing is the communication and dialogue. The district office is working diligently to find a long-term solution An additional set of consultants have been meeting with human resources, finance, and the colleges to determine the specific issues and to make recommendations. These recommendations are forthcoming and a short-term alternative proposed. The long-term solution involves communications between the various departments and the colleges.

From July 2005 through December 2007, the COA Business Office tracked expenditures manually. Spreadsheets were set up to record and monitor actual and budgeted income and expenses. Financial reports were created and maintained manually and included actual and budgeted expenses. The Office of Instruction used a similar procedure for part-time faculty (1351 budget), but on a term-to-term basis. In addition, the instructional division offices maintained their own Excel spreadsheets. These procedures assisted the college in preventing deficit spending.

An unanticipated situation occurred with the conversion to People Soft. The Research and Planning Officers (RPO) were never consulted or included in discussions of the data layout in People Soft. As of this writing, the RPOs are working with the District Office on training.

Reference: Excepted from the College of Alameda 2008 Progress Report

Standard IA
Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

The mission and vision statements, together with the resulting institutional values and goals, set forth common aims that bring together the various constituents of the college and that advance the college's purpose of providing flexible programs and resources to empower our students in their diverse educational goals. The vision statement gives attention to the needs of our students in a 21st century marketplace in which new technology, global diversity, and community service play key roles. [1, 2]

Since the last accreditation in 2002, the college has undergone institutional development in goal reformulation (2006) by creating a set of values, action priorities and institutional learning outcomes (accepted 2007). This goal reformulation was intended to unite and drive the college toward student success. [6]

Vision Statement
College of Alameda will be a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

Mission Statement
College of Alameda's mission is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

Values

Achieving educational excellence

Accommodating and supporting student needs

Encouraging teamwork and active learning

Engaging our community

Empowering innovation

Extending opportunities in technology

Respecting diversity

Goals

- *College of Alameda will communicate effectively and efficiently with its internal and external constituencies in order to achieve its mission.*

- *College of Alameda will improve student persistence, retention and completion rates to increase student success, particularly for educationally and economically at-risk students.*

- *College of Alameda will continuously review, improve and develop curriculum in order to meet the changing needs of our students and community.*

- *College of Alameda will improve administrative services in support of institutional effectiveness.*

When developing the Mission Statement and related goals, the college also developed seven Institutional Learning Outcomes (ILOs) to serve as foundation skills and competencies that all students will bring to the community from their experience at College of Alameda. [2] The ILOs were developed and revised during campus-wide process, inclusive of faculty, staff, students, and administrators, from 2006 through 2007. The college website and college catalog present these institutional outcomes as follows:

1. Foundation Skills
- *Perform mathematical operations*
- *Read and write at the college level*
- *Demonstrate information competency - able to find, evaluate, use, communicate and appreciate information in all its various formats*
- *Demonstrate technological literacy*

2. Personal Development and Management
- *Develop self-awareness and confidence*
- *Prepare for personal, educational and/or career goals*
- *Promote, maintain and/or improve health*
- *Appreciate the value of life-long learning*

3. Communication
- *Perceive, understand, and engage in verbal and nonverbal communication.*
- *Listen, respond and adapt communication to cultures and social communities using the process of evaluation, reasoning, analysis, synthesis and relevant information to form positions, and make decisions*

4. Critical Thinking and Problem Solving
- *Locate, analyze, evaluate and synthesize relevant information*
- *Draw reasonable conclusions and apply scientific principles in order to make decisions and solve problems in everyday life*

5. Creativity
- *Creatively respond to ideas and information*
- *Incorporate aesthetic reflection into life activities*

6. *Intercultural Literacy and Interaction*

- *Recognize and acknowledge individual and cultural diversity*
- *Practice respectful interpersonal and intercultural communication*
- *Recognize and understand the ideas and values expressed in cultural traditions throughout the world.*

7. *Responsibility*

- *Understand and demonstrate personal, civic, social and environmental responsibility and cooperation in order to become a productive local and global citizen*

EVALUATION

The core values and the Institutional Learning Outcomes appear to support the institutional goals. However, the action priorities are problematic to use because there are no measurements for evaluation, especially ones that might be understandable for use in fiscal resource allocations. The institutional survey responses from faculty (N=42) and staff (N=24) indicated that 47% of the faculty and 55% of the staff agreed with the statement: "COA's mission statement with expected institutional outcome is the framework that guides planning at COA." [7]

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

DESCRIPTION

The College of Alameda mission/vision, values, and institutional goals and outcomes demonstrate a commitment to plan for and provide learning programs and student services that meet the needs of the communities and populations it serves. Since the hiring of a college researcher in fall 2004, the college has begun a process of clearly identifying and analyzing current and potential student population and making decisions supported by data. Student learning programs and services use a variety of enrollment and demographic data when completing their program reviews and annual unit plans in order to adapt and improve programs and services for 21st century learners. The annual unit plans embody a new commitment to linking annual budgets and allocation of resources to other departmental and institutional planning documents. (See web site – program reviews and unit plans). Adherence to the college's mission/vision and goals is demonstrated by the following: the general education curriculum; associate degree programs; occupational/vocational education and certificate programs; remedial and basic skills instruction; lower division transfer education; and counseling and student services programs, including library instructional programs and services for a dynamic and changing student population.

College programs and services have been planned and developed to target crucial academic, vocational, and special program needs of our diverse student body. Many of these programs have developed out of general academic/vocational offerings and existing student support services. They include: the SSPIRE Program, part of the Transformative Learning Connections, providing theme-based courses for a "community of learners"; the Automotive Technology's "Toyota T-TEN Program" integrating academic subjects into the Automotive Technology training curriculum; the Alameda Science and Technology Institute (ASTI, the college's on campus high school): the Aviation Technology and

Maintenance training program with a facility located at the North Field of the Oakland Airport; the Apparel Design and Merchandising; Service Leaning opportunities integrated into several courses; Distance Education (online and hybrid) courses offered wholly online or partially on campus; and fee-based, short-term course offerings provided by the college in partnership with Education To Go (Ed2Go). All of these programs are part of the new *Anytime-Anywhere* project, the approach adopted by the college to provide greater access to learning opportunities for students and in keeping with the college's mission. COA's innovative approach also includes the Weekend and Sunrise College. [1, 2]

The Library and the Learning Resource Center (LRC) have created unique approaches to innovative learning through the Writing Center, ESL and Math Labs, DSPS Lab, and Library Reference Desk/Classroom. Instruction and tutoring in basic, analytical, and critical thinking skills, and in library research and information competency, are provided by an intensive one-on-one interaction with faculty and trained tutors. The LRC also operates an "Open Drop-In Lab" with updated software applications that mirror those found in the academic computer labs, thus allowing students greater access to technology resources. The Tutoring Center also provides training programs for on-campus and distance education tutors. And, with volunteers from the East Bay Stanford Women's Club, the LRC has begun a pilot project to offer tutoring to our online students. [1, 2, 11]

Utilizing college and district research data analysis (e.g. age group, gender, and ethnicity, first language, geographic location, etc.), the college has improved institutional planning for instructional programs and student services. The college uses several college, district, state, and federal surveys, including: Institutional Climate Survey, Community College Survey of Student Engagement, District Environmental Scan, Accountability Report of Community Colleges, and the California Community Colleges Chancellor's Office data mart. Several individual departments and faculty members have created surveys and other evaluation tools that focus on specific and issues. [2, 3, 9, 11] During Spring 2008, a College Fact Book was prepared and published for use in annual and cyclic planning processes. Widespread dissemination of these resources and data is necessary to insure that the college is successful in integrating research with college-wide planning and in adapting its programs to the evolving needs of a changing student population. [4]

EVALUATION

In response to recommendations from the Accrediting Commission, the college and district have been deeply involved in the strategic planning process. Many of the evaluation and assessment tools identified above are a result of the intense planning efforts of the past four years. The college is in the initial stages of applying these new analytic tools to help coordinate, analyze, and create dynamic and consistent dialogue about institutional planning that is aligned with the mission statement. The dissemination and the web publication of new and revised documents, policies and procedures remain problematic due to issues related to community use of electronic communication, and to difficulties related to access to district IT systems (e.g. Passport, iSITE web utility, etc.). While faculty and staff training opportunities for using new systems and software have improved, many users remain unaware of how to obtain necessary research data, how to use administrative online services to view student and financial information, and

where to find updated revisions of institutional planning documents and facts (e.g. notes of committee meetings). While the college has greatly improved its communication procedures, it is limited by district security procedures and opaque practices not clearly documented or made accessible.

As part of the college's Integrated Planning and Budgeting process, the mission/visions, and other value statements were subject to a rigorous process of campus dialogue. They were approved by both the Academic Senate and College Council during 2005-07. [6]

A major project to reorganize the structure of the administrative and planning and budgeting process was initiated in 2007 with the creation of Department Chairs. [12] This was a major change and enormous achievement that will benefit the college, enhance planning, and assist in the operation of programs and services. The introduction of an annual unit plan, along with an accelerated program review process, has reinvigorated curriculum development. Additionally, the Curriculum Committee has begun an aggressive program to update course outlines of record so that they include a Student Learning Outcomes requirement. The developments listed here will assist the college in reassessing its mission and its commitment to evaluating how the college achieves its goals in student learning. By continuing to align all college planning documents to our mission, goals, and institutional outcomes and priorities, the numerous governing bodies and constituents of the college will be able to better design and plan resources for innovative teaching, and, most importantly, to speak with a unified voice.

2. The mission statement is approved by the Governing Board and published.

DESCRIPTION

In 2006 the Peralta District Board of Trustees approved the current version of the College of Alameda's mission statement. [13] The approved statement was the result of the 2003 Self Study and a recommendation by the accreditation team to institute institutional planning on a college level that could then be reflected and responded to at the district level. During professional day activities several brainstorming sessions were held to develop the new mission statement. The results of these sessions were distributed to college staff, faculty, students, and campus administration soliciting feedback. The mission statement and resulting vision, goals, and institution outcomes and action priorities were, in fact, a test for the newly revised planning process that provided successful results. This platform of mission, vision, and other component development engaged more of the campus in structured thinking and planning processes rather than anecdotal evidence.

EVALUATION

While the college administration and governing bodies, such as the Academic Senate and College Council, have made strong efforts to create a public dialogue about the college's collective mission, goals and priorities, their efforts have not been entirely successful. Many constituents of the college community are determined to make the new planning and budgeting processes work; to succeed, however, additional faculty, staff, and student involvement will be

needed. This is sometimes difficult at a small college, but participation, and the communication it requires, could be increased by taking the following steps: provide training to make the campus community aware of the need to be technology competent in communications software; encourage the college and district to make technology training an ongoing process; and develop procedures to make the important issues that face us as a college as transparent as possible so that the entire campus community is fully informed.

Allowing time for the process of development to occur could facilitate this; also, committee, department, and division meeting times, agendas and minutes need to be posted promptly. All campus professional day tasks should be organized to stress the crucial nature of wide participation in workshops and brain-storming session. Also, careful planning for such activities is needed to provide appropriate training and relevant information for completion of group-type tasks assigned for a particular day.

3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

DESCRIPTION

College of Alameda has used the six-year cycle of accreditation as an opportunity to regularly review its programs and policies. This opportunity was described in the previous section. College faculty leaders and administration have been more directly involved in district-wide strategic planning process over the past six years. District goals and objections are becoming more directly aligned with those of the college. In the late spring 2008, the Governing Board of the Peralta Community College District approved a revision of the district-wide strategic plan including statements of vision, mission, values and long-term goals. [14] Prior to that, in May 2007, the Committee for Strategic Education Planning (CSEP) adopted a common model for evaluating programs at the four Peralta colleges. [15] CSEP developed this model for two primary reasons. First, it is good academic practice to have clear procedures and processes for evaluating programs at an institution-wide level to ensure the full set of offerings meets the changing needs of the community. Second, it is central to the mission of the college, as well as the district, that our course and program offerings are regularly evaluated to determine relevance, quality and productivity. The process for evaluating relevant information and making systematic planning decisions so that the colleges evolve as the district's communities evolve is included in explained in Standard III. In fall 2008, the college's Staff Development Day (August 19th) was used to review the existing mission, and goals. [16] Feedback from this process will allow for the development and eventual adoption of a new mission statement, during the spring of 2009, with clearly defined goals and measurable objectives.

EVALUATION

Implementation of a six-year process of reviewing the college Mission Statement will reaffirm its value and utility for guiding planning at the college.

4. The institution's mission is central to institutional planning and decision-making.

DESCRIPTION

The process that created the Mission Statement was an effort by the college community as a whole. The process itself was, in part, a result of the requirement to emphasize a mission statement. The College Council, at the direction of the president, had begun to revise and reinvigorate the existing planning and budgeting process to make the process more transparent. A sub-committee of the College Council that included the college researcher reported back to the Council. [6] These recommendations that led to the current, revised planning and budgeting cycle were then sent to the Budget Committee and Academic Senate for approval. As mentioned above, the effort to create a Mission Statement stimulated a broadly based dialogue, engaging a majority of the campus community in the creation of other value statements as well, including our institutional outcomes and our institutional action priorities. More recently the College Research has initiated a discussion to make the institutional outcomes and action priorities more dynamic specific, attainable goals.

EVALUATION

While the mission and other value statements have begun to appear in various college planning documents, and have been published on the web and in the college catalog, the results of this initial planning should be carefully analyzed. It is unclear at this point how central the Mission Statement and the resulting documents have become in other planning that might be reflected, for example, in program reviews and annual unit plans. It remains to be seen how these value statements will be applied to other college procedures, such as in the establishment of hiring priorities for new faculty and staff, and in the establishment of criteria for considering budget cuts.

In any case, them Mission Statement has become part of the campus dialogue, especially in the College Council and the Academic Senate. These are central committees that are responsible for the overall operational and academic planning for the college. With increased dialogue during the revision cycle, the Mission Statement will inevitably play a more important part of College of Alameda's planning and decision-making processes.

PLAN OF ACTION

Processes that provide clarity, consistency, transparency and accountability, and Evidence-based practice: The college, led by the College Council, will formally review the Mission Statement as part of the overall planning process at least once every six years. COA will revise the Statements as needed, using evaluation tools such as learning outcomes, student success rates, and basic skills data. In addition, the college plans to incorporate new data analysis as it become available to reflect the changing student population and its interactions with the community.

REFERENCES

1. College Homepage, www.peralta.alameda.edu
2. College Catalog 2007-2009
3. Institutional Planning Documents – Accreditation Webpage
4. College Fact Book – Accreditation Webpage
5. 2003 Accreditation Report
6. Minutes, College Council [date]
7. Campus Climate Survey
8. Educational Master Plan – Accreditation Webpage
9. "Why They Left" Survey – Accreditation Webpage
10. Staff Development Activities & Report
11. Library Program Review, 2005 – Library Homepage
12. Department Chair Memos (VPI Office)
13. Board Minutes: COA Mission Approval
14. Board Minutes: Approval of District-wide Strategic Plan including statements of vision, mission, values and long-term goals.
15. Committee for Strategic Education Planning (CSEP): Model for evaluating programs at the four Peralta colleges
16. Staff Development Day (August 19th) Presentation/Training for mission evaluation.

Standard IB

Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

1. ***The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.***

DESCRIPTION

Dialogues regarding continuous improvement of student learning and institutional processes have occurred in varying degrees and ways at COA. The formal mechanisms for information sharing are: the College Council; the President's Cabinet; the Academic Senate, the Classified Senate; and meetings of standing committees, special forums, grant committees, and departments. The Cabinet and Council, along with the Academic and Classified Senates, conform to AB 1725 directives regarding faculty, staff and students involvement in the shared governance process and provide a formal framework for generating and furthering dialogue across the campus. [1] The Mission, Values, Institutional Learning Objectives, and Action Priorities are present on the college's website, published in the college's catalogue, and presented in various college documents and publications.

According to the organizational guidelines in the college's standing committee directory, the President's Cabinet is comprised of "all college management staff, the President of the Academic Senate, The President of Classified Council, the President of Associated Students, the Public Information Officer, and the Research and Planning Officer." [1] The Cabinet is charged with discussing all policy decisions of the college, including those recommendations forwarded to the President by the College Council. The Cabinet is charged with implementing all approved policy decisions [1].

The College Council consists of the following: the President and Vice Presidents; one at-large administrator; the Academic Senate President; seven At-large faculty members appointed by the Senate President; the Curriculum and Budget Committee Chairpersons; the President of the Classified Council; four At-large classified staff members appointed by the Classified Council President; the Research and Planning Officer; the Public Information Officer; the Associated Student of College of Alameda (ASCOA) President; and two additional ASCOA members. The College Council is the "primary source of college-wide opinion in the decision-making process," and "is charged with the responsibility to deliberate issues and concerns about physical, fiscal, and personal issues which affect the entire college community in student access and success, facilities and safety, community partnerships, and resources." [1] Recommendations to the Council are forwarded from the college's recognized standing committees only after a required review of the issue. Decisions regarding these recommendations are then

reported back to the committees. This process is designed so that the Council can be an essential part of developing and overseeing the institutional plan, especially the alignment between the institutional goals and objectives. [1]

Standing committees include the Academic Senate, the Classified Council, the College Council, and the President's Cabinet as well as other committees identified by function, as follows: Accreditation, Affirmative Action and Campus Climate; Budget; Community Relations and Special Events; Curriculum; Enrollment Management; Financial Aid Advisory; Learning Resources Advisory; Matriculation; Safety; Facilities; Staff Development; Student Grievance; and Technology. Faculty At-large appointments to the committees are made by the Academic Senate President. Classified Staff appointments are made by the Classified Council President. The President of the Associated Students makes student appointments. The college president makes other appointments, as necessary. [1] The COA Accreditation Standing Committee initiated the Student Learning Outcomes (SLO) Assessment Committee (SLOAC) early this year [2008]. [2] The SLOAC committee recently became a standing committee.

In 2004, COA received a Title III planning grant focused on improving institutional climate and increasing student retention through campus dialogue. Planning grant activities included the use and review of quantitative and qualitative data; an intensive study of student retention patterns ("Why they leave?"); and a series of discussions that resulted in a planning matrix of enrollment management, defined institutional learning outcomes, and action items funded by general and/or exogenous resources. [3,4,5]

Over a four-year period, Title III planning grant discussions spawned five major grant projects. These projects provide strategies that seek to improve student learning as well as to provide programs and pathways for continued learning and new workforce initiatives.

- EQUITY SCORE CARD (2004-2006): This was a Lumina Foundation grant project to establish baselines for measuring student access and success by race/ethnicity, gender and disability. The project resulted in two equity plans [circa 2005 and 2008] and a grant from the Lumina Foundation. The data with plans were circulated and discussed widely within the COA community during 2006 and in 2008. [6]

- SSPIRE (2006-2009): This is a James Irvine Foundation grant project to create small learning communities for "at risk" students to prepare them for a certificate, degree or transfer. The core counseling and faculty SSPIRE group meets every other week to discuss either evaluation data or student progress in the program. Results of the first two-years were presented at the MDRC Conference in fall 2008. [7]

- Library Workshop Series Infusion (2005- Ongoing): This is an unfunded instructional program/project regarding the training of students in Information Literacy through a progressive series of three workshops directly linked to several English 1A classes. Cooperation of individual faculty is essential to this program. Results and analysis of SLOs for this project are shared with participating English faculty, and published in the Library Program Review (2003) and in annual unit plans. [8]

- Basic Skills Initiative (2007-Ongoing): This was a California Community College Chancellor's grant focused on assessing and improving COA basic skills programs by using quantitative and qualitative data. Results were shared with the Student Success Initiative/Basic Skills Initiative (SSI/BSI) Committee and college-wide during

2008 through forums/workshops and a "Back to Basics" Retreat held in May 2008. [9]

- ATLAS (2008-2010): This is a recent California Community College Chancellor's grant [2008] that focuses on improving transportation services within the East Bay as well as in- and out-bound destinations. The grant targets the vocational educational programs involving transportation (e.g., automotive, diesel, and aviation), business administration, and other new Computer Information System (CIS) programs. The grants initial focus will be on an entry-level warehousing certificate. [10]

In addition to the aforementioned data and analysis, other reports shared with the COA's internal community and its district (Peralta CCD) include the 2008 McIntyre Environmental Scan, the 2007 and 2008 Accountability Reports for Community Colleges (ARCC), and the 2007 Community College Survey of Student Engagement (CCSSE). The ARCC and CCSSE reports were used in the equity plan, the COA Fact Book, and the Institutional Learning Outcome Measures. [11,12] All of the aforementioned reports were all used in the 2007-2012 COA Educational Master Plan report. [13]

The crucial planning process carried out by the above described governance structures are part of the Multi-Level Integrated Planning Model and Institutional Effectiveness (2005-2006). This process was researched by a sub-committee of the College Council and resulted in the adoption of a model used in the planning and budgeting cycle. This Integrated Planning and Budget Cycle (IPBC) model continues to be expanded and developed for college-wide planning and funding purposes. The college conducted formal committee meetings, workshops, forums, and held a retreat in order to share current analysis and information with the campus community. [14]

EVALUATION

Many of the college-wide dialogues have led to meaningful and possibly sustainable methods of student learning and institutional growth. However, using a mixed methodology approach, assumptions' testing showed a noticeable gap between the collective understanding of the college's mission and data/research use. Methodologies used were:

1) Formal interviews with 14 full-time faculty members who had or had not served on the previous Self Study [2003]. [15]
2) Selected survey items from the Institutional Climate Survey administered to faculty and staff. (Return rates: Faculty 59%; Staff 37%). [16]
3) Review of meeting minutes of the Council, the Academic Senate, the SSI/BSI Committee, and the SLOAC Committee. [17]
4) Review of select plans emanating from the Offices of the President and Vice-Presidents of Student Services and Instruction. [18]
5) Review of COA's progress reports (2004 to 2008) to WASC. [19]

The findings are:

1) Formal interviews did not suggest differences in opinions between the two groups of faculty having previously served on the 2003 Self Study. However, those currently involved in committees or department chair work observed that dialogues about student learning were occurring. The evidence these faculty cited were drawn from the Student Success and Basic Skills Committee, collaborations between the library and English department, department meetings, the SLOAC Committee, the Academic Senate, and the "Back to Basics" retreat at the Asilomar Conference Center in Pacific

Grove, CA. Individuals not on committees stated that dialogues occur primarily on an informal basis among faculty who work together.

2) Institutional Climate Survey results showed that 53% of the faculty and 29% of the staff agreed that COA maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.
3) Review s of select minutes from the College Council, Academic Senate, SSI/BSI Committee, and SLOAC Committee suggested that the committees discussed student learning, especially as it pertains to student abilities to succeed in degree and transfer courses, to equity issues regarding success and completion, and to the need to track SLOs and facilitate discussion among the departments and college-wide.
4) A number of focused dialogues have culminated in enrollment management and matriculation plans. Yet there is no clear evidence that these plans have had a major impact on student enrollment status.
5) The college's Accreditation Progress Reports mainly address recommendations for district level planning and district service centers. Other recommendations by the WASC Accreditation team were concerning the lack of institutional planning and funding for library services and programs.

There is evidence that minutes and notes from the various committees were discussed at subsequent meetings; however, the Self-Study institutional effectiveness committee found that many of the COA standing committee minutes were not published on-line or available in the library. This makes if difficult to promote dialogue about any topic throughout the campus.

2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

DESCRIPTION

College-wide goal setting is informed by District Office strategic planning that occurs every six years. As of January 2007, the Academic Senate and College Council approved the COA goals with action priorities. The following matrix shows the linkages between COA goals and action priorities. [20]

Goals	**Action Priorities**
To improve student persistence, retention and completion rates to increase student success, particularly for educationally and economically at-risk students.	Student Success: Facilitate student learning and goal attainment by utilizing outstanding student support services, developmental education, and foundation skills.
To continuously review, improve and develop curriculum in order to meet the changing needs of our students and community.	Teaching and Learning Excellence: Provide exemplary teaching and learning environments/experiences to meet students' needs through relevant curricula, innovation, partnerships, accessible formats/locations, technology, and ongoing evaluation.

To strive to communicate effectively and efficiently with internal and external constituencies in order to achieve the COA mission.	Organizational and Professional Development: Develop effective communication between internal/external organizations and governance structures that strengthen and maintain professional development programs and promote outreach to businesses linked to high demand professions.
To improve administrative services in support of institutional effectiveness.	Facilities Improvement: Offer accessible and responsive educational opportunities within a supportive, caring, inviting, safe and clean environment for all of the college's constituencies by effectively planning for future needs based on educational programs and services. Resource Management: Utilize existing human, physical, technological, and fiscal resources that support priorities within the college's educational plan to include student learning outcomes and integrated strategic planning.

The action priorities are mainly used in the integrated planning and budgeting process that begins with the development of the unit plans. Annual Units Plans and Integrated Planning and Budgeting Proposals originate at the department/discipline level and are forwarded by department/cluster chairs to their respective managers. Unit plan funding requests must reference how budget requests support COA strategic directions and Institutional Learning Objectives. These Plans and Proposals are then reviewed by the Department Chairs, College Educational Master Planning Committee (CEMPC), Budget committee, Business Office and the President's Cabinet. The Budget Committee forwards its recommendations, budget items in an unranked list, to the Academic Senate and College Council for proposals for new funds. By "new funds," we mean those funds allocated by categorical funds (e.g. Fund 14, 17, etc.), and other one-time allocations from the state and district over and above the typical or regular annual funding. [14]

The Academic Senate and College Council critically review and make recommendations about the rankings, often adding or re-ranking the requests based on proponents' presentations. Once consensus is established by the Senate and Council, the resulting recommendations are forwarded to the President. There is currently no systematic way of ranking the items (i.e., justifications by quantitative data) and there is no systematic review of results from last year's expenditures. However, each constituency group may choose to prioritize its requests before submission to the College Council. The instructional divisions use the department chairs as arbitrators who rank vote (WHAT DOES RANK VOTE MEAN?) each request. The Student Services Council ranks budget requests from the non-instructional departments. Memoranda from the President to the college community at large as well as web site posted minutes from the Council are examples of methods used to disseminate decisions. Additionally, constituent leaders are charged with the responsibility to share this information in the various committees they represent at the College Council.

Each action priority has a set of action items that are linked to more specific objectives; these items also need to be linked to expected outcomes or benchmarks

that would be useful in evaluating the progress made in goal achievement. For example: [20]

Action Items for:

#1.

- Improvement of student persistence, retention and completion rates to increase student success, particularly for educationally and economically at-risk students
- Development of new programs, including outreach to businesses and public organizations linked to high demand professions.
- Innovative class scheduling and timely program and degree completion.
- Identification of key skills necessary for employment and related incorporation across the curriculum.

#2.

- Integrate learning outcomes throughout the Institution
- Review, improve and develop curriculum
- Create premiere centers for student support services, developmental education, and foundation skills.
- Promote educational innovation and exploration.
- Provide, use and maintain current and innovative technology
- Integrate critical thinking skills and information competency across the curriculum

#3.

- Integrate strategic planning, leading to decisions that incorporate data driven by educational priorities
- Establish and fund on-going employee training programs.
- Formalize a governance process that assures appropriate evaluation of, and response to, committee recommendations.
- Develop and implement guidelines for identifying and distributing necessary and useful information to staff.
- Expand professional development opportunities for using new learning techniques in the classroom.

#4.

- Evaluate and improve facilities-related safety and security throughout the District.
- Plan maintenance and upgrade of buildings and grounds based on a commitment to a clean, attractive learning environment and in support of the Educational Master Plan.
- Improve and address adjunct faculty office space needs.
- Develop and implement uniform Facilities Use Policy and Procedures.
- Maintain current educational equipment in support of teaching and learning.

EVALUATION

Unfortunately, the action items are not always linked to expected outcomes or benchmarks that would be useful in evaluating the progress made toward goal achievement. The college's Mission, Values, Goals and Action Priorities are on its website and are published in the catalog. Although the goals and action priorities are clearly available to both internal and external constituencies, their use and measurement (e.g.,

the framework for assessing and evaluating effectiveness) is not understood by all of the college's internal members. [20]

Clarity and better communication is needed to refine and make completely transparent the above described planning and budgeting process. Institutional effectiveness in planning will be enhanced if the narrative timeline is translated into a flow chart. This would provide visual cues and map the flow of planning proposals and budget requests. Additional clarity is needed as to how the recommendation/approval process occurs between administrative and faculty/staff/committee levels. Also, organization and communication about the results and decisions made in the planning process need to be improved. Constituents need to be updated on the approval/disapproval or status of projects and other planning requests.

Three evaluation methods were used to ascertain how the internal constituency understands the goal implementation and assessment processes through the action priorities.

1) Formal interviews with the aforementioned faculty (N=14) in I.B.1 provided mixed reviews. Regarding goal setting to improve institutional effectiveness, less than half of the interviewed faculty agreed that the goals matched the stated purposes of the college. Less than half of the interviewees thought there were measurable terms to achieve the goals; however, about a third of the interviewees thought a new process was just beginning. And the same one-third of the interviewees thought collaborations were just beginning to work towards goal achievement. [15]
2) The responses to institutional survey by faculty (N=42) and staff (N=24) suggested that 41% of the faculty and 34% of the staff agreed that the college sets action priorities consistent with its purposes. and 24% of the faculty and 25% of the staff agreed that action priorities with measurable terms were widely discussed. [16]
3) The Academic Senate has brought forward to the College Council a resolution to translate the action items into more measurable terms in order for them to be useful in the ranking of resource allocations. [21]

The college recognizes the need to establish a clear goal-setting mechanism that is in unison with, but unencumbered by district planning. An essential part of this goal-setting mechanism is a systematic and periodic evaluation of the college's action priorities. The institutional action priorities also should be associated with specific action plans based on current data and recognized criteria set by constituents to create benchmarks as a goal. In this way the college can begin to evaluate and estimate what is working or not working.

Stakeholder involvement in this re-working process is important. It is proposed that faculty, staff, and advisory committee members (i.e., those currently serving on the College's advisory boards) would constitute short-term action-plan teams to carry out the following: re-review data; identify areas for goal re-setting; concur on indicators and the benchmarking processes to measure the goals; and, in keeping with the district strategic plan, use the College Educational Master Plan Committee (CEMPC) to perform the long-term work of annually reviewing and making recommendations for continued improvement at the college. [22]

3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

DESCRIPTION

In the past three years, the District Office has led its colleges in strategic and operational planning. The District's strategic planning process began in 2005 and culminated in early 2008. From a strategic perspective, COA reviewed its vision, mission, and goals statements relative to the district's new strategic plan and concluded that its current vision, mission, and goals complied with those of the District. [23,24] Nevertheless, the college recognized the need for measurable outcomes by which to determine its progress toward goal attainment as part of the cyclic review. Operational planning was first initiated by an accelerated program review process and then by unit review - - both prompted by the District Academic Senate (DAS). [25] Program reviews are calendared to be updated every three years. The newly implemented Unit Plans are updated on an annual basis. Both these documents are to be used to inform the Educational Master Plan and college action priorities.

August 2008 marks the first full cycle of strategic planning at the college using the new planning process. Starting with the 2008-2009 academic year, the college will review institutional objectives and goal to develop a process of goal setting began to develop activity objectives based on measurable outcomes. [22] The development process involved the incorporation of the aforementioned action-priorities (where appropriate) with new activity objectives. All activity objectives aimed to have measurable outcomes placed in a systematic review cycle. This process provides a new framework for the current integrated planning and budgeting method that began at the college level in 2007 using the aforementioned action priorities. In addition, the new COA's process of on-going planning will include a yearly and longitudinal systematic evaluation of its institutional goals and objectives in coordination with the Research and Planning Office. [22]

The concepts contained herein reflect the contributions of faculty, staff, students and administrators who participated in several planning processes over the period from September 2006 to June 2008. The plan reflects an iterative process of district-wide planning discussions with college-based discussions. The district-wide foundational planning began with the Strategic Planning Steering Committee, and the Strategic Management Team and District-Wide Educational Master Planning Committee guided it in the process.

Input from faculty and deans was received via the following: program review from members of the Committee for Strategic Education Planning (CSEP): Academic Senate Presidents and Vice Presidents of Instruction: student services planning staff; faculty at the District August 2007 and College spring 2008 Flex Days; unit and college planning 2007-2008: the college educational master planning committee/accreditation committee; department chair planning sessions during spring 2008, and district-wide plan integration in spring 2008. [26]

In fall 2007, the District Office implemented an evaluation model to measure unit/department productivity, using a five-year trend model of FTES and productivity (FTES/FTEF) for departments with modifications for the student services units. [26] This plan reflects the continuing contributions of faculty, staff, students, and administrators who participated in several planning processes over the period from September 2006 to the present.

The model is based on the themes Grow, Maintain, and Watch (GMW). The GMW criteria are measured by upward, downward, and fluctuation movements of productivity over a rolling five year period. The model incorporates external scanning information on employment data and community forums as well as internal scanning information on students being served. These components, however, along with student services measures, need further refinement before they can be fully utilized. The data are formally being used in department chair meetings and in the student services' units.

A third evaluation model, produced by the COA Research and Planning Office, will be introduced to the instructional units in Fall 2008 (pending final approval from the Academic Senate and the Council). [27] The model is a five-year trend analysis of enrollments, retention, and student success by department and by course. It is anticipated that this model will link department planning to the SLOs by looking at student retention and subsequently student success. During the first year of its implementation, the model will be limited to instructional courses. It is anticipated that in spring 2009 a modified version of this model will be developed for student services units.

A fourth effort involves completion of course and program student learning outcomes (SLOs). As previously mentioned, Student Learning Outcomes have been established by the majority of college programs as a standard practice for on-going evaluation of student learning. SLO development at the course and program level began in earnest fall 2006 with the selection of an SLO coordinator. During spring 2007, an SLO Assessment Committee was established, comprised of Academic and Career Technical Education (formerly Vocational) faculty. Since that time, there have been numerous small group and one-on-one meetings with individual departments and the SLO Coordinator to facilitate the faculty-led process of developing courses/program SLOs and initiating testing of their SLOs.

Data used in assessing outcomes has been sporadic in knowledge development and exchange. To date the knowledge development as translated into strategic and operational action is commendable. However, COA has not yet fully mastered the means for assessing its progress.

EVALUATION

It is evident that data are being shared both formally and informally among faculty and staff. However, a major concern is the way data are formally used to measure goal attainment in institutional resource planning. Again a mixed methodology was used to ascertain how many faculty and staff members understood planning at the college and its relationship to resource allocation.

Survey respondents of 42 faculty and 24 staff, 17% of the faculty and 33% of the staff, agreed that the college annually assesses its progress towards achieving its goals and makes decisions regarding improvements by ongoing and systematic reviews. Of the 14 faculty interviewed, none felt that the college "fully" assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

The inconsistencies between institutional planning and resource allocation are due to a number of factors including: a four year grass roots effort by the district and the colleges to develop an effective strategic planning process; establishment of a

systematic process for cyclic reviews and program evaluation; creation of an integrated planning and budget model that reflects the environmental culture of the college and district; and the damaging effects of inconsistent leadership, including turnover of key administrators and other college leaders over the past six years. The college president was hired in Fall 2002, nine months before the 2003 Accreditation Visit. The District Chancellor was permanently hired in 2004. In September 2008, the college President left and the District's Chancellor appointed an interim President.

The appointed interim President was the former COA President from 1995 to 1999. In 2004 a Research and Planning Officer was hired and then resigned in fall 2006 for medical reasons; not until fall 2007 was another researcher hired. In 2004, a permanent Vice President of Instruction was hired and subsequently deployed for military duty between spring 2005 and fall 2006. During this same time period, the Dean of Student Services made a lateral transfer to a sister college; this position remains vacant. The only administrative leader who remained in place during the period of 2003 to 2008, the Vice President of Student Services, transferred to the district office in spring 2008 as the Interim Associate Vice Chancellor for Admissions and Records and Student Services. The Vice President of Student Services position is currently vacant; however, efforts are underway to acquire an interim replacement and to make a permanent appointment to the Dean of Students position.

Evidence from the college's 2004 to 2006 planning documents show that the college was pursuing a path that would lead to a systematic evaluation. Yet, due to the reasons enumerated above, including changes in college personnel, there have been delays in institutionalizing these plans. [14, 28-31]

4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

DESCRIPTION

College of Alameda uses a decentralized approach to planning as evidenced by the thirty-seven year history of an organizational structure without instructional department chairs. This planning has taken many forms, including: faculty leaders within the discipline working directly with the Division Dean, Vice Presidents or President (VTEA, SSPIRE, ACA, and others); special interest projects that require outside consultants to assist and work with small focus groups/steering committees (Title III, unit reviews, Basic Skills Initiative, ATLAS, and Biogenomics); individual faculty-lead initiatives that have started as ideas and grown in scope, resulting in Memorandums of Understanding (MOUs); and eventual approval of initiatives, including approved allocation of campus resources by the governing bodies. Campus partnership have included those with Service Learning, MOUs with Alameda Power & Telecom, and the Community Development Sector of the East Bay(CDULCE). [4,7,9,10,32,34]

Although decentralized planning has been practiced since the creation of COA in 1970, the recent expansion of student support services and the scope of the instructional programs to an "Anytime, Anywhere" approach has made this process unwieldy. In the past three years, the exigencies of the strategic planning process have become clear and the college has leveraged resources, human and financial, to address these needs. Whereas in the past, college planning was conducted primarily by the management team (President, Vice Presidents, Deans and managers) using the structures mentioned

above, now new committees structures have been created both at the college and district level as a response to this change in strategic planning as evidenced by District and College Educational Master Planning Committees (DWEMPC & CEMPC), Department/Cluster Chairs, Student Success Initiative (BSI), and Senior Management Team (SMT). In an effort to allay fears and address the accelerated change process among the campus communities, a change management consultant was retained by the district. Several workshops have been conducted, campus listening groups have been formed, and college wide meetings as well as district and college level planning meetings have been held. As with any new process, addressing the lack of familiarity and resistance to change is an evolving process, but the college is committed to these efforts and has experienced a degree of success. [24,26]

One success in these efforts has been the institutional planning processes that have resulted from the creation of the Student Success Initiative (SSI) task force, which began looking at student success overall; with the adoption of the statewide Basic Skills Initiative, this committee subsumed leadership in this area as well. [9] The SSI/BSI is a multi-tiered committee co-chaired by the Vice Presidents of Instruction and Student Services, with representation from all areas of the campus. Working with a consultant, SSI/BSI developed an assessment of the current state of the college and developed a planning document using basic skills and equity data to construct pathways for improvements in institutional outcomes pertaining to student enrollment, retention, and success. [31]

In addition, in spring 2008 the President asked the Research and Planning Officer to begin a process that would reset the college's mission and goals and reconstruct the integrated planning and budget process. The Research and Planning Officer accepted the challenge but strongly advised the President that this reconstruction would be more meaningful if it followed the evidence compilation for the self study and the concluded district efforts in strategic and operational planning. The COA reconstruction efforts began in August 2008 and will conclude by November 2009. [22]

EVALUATION

The broad-based evidence gathered for this section included the institutional survey and faculty interviews.

Responding to an item on the institutional survey that read, "COA's planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness,"32% of faculty and 30% of the staff strongly agreed or agreed. The majority of interviewed faculty (N=14) responded that they do not believe that planning is broad-based and allocation of resources is leading to institutional improvement.

5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

DESCRIPTION

COA collects a number of assessments. These assessments are as follows:

- Departmental assessments include: Special evaluations on SSPIRE, Student and Faculty surveys of Library Instructional Programs and Services, and various Student Health surveys. [34,35,36]

- The Community College Survey of Student Engagement (CCSSE) measures institutional Learning Outcomes and benchmarks every other year [beginning Spring 2007]. [37]
- The Equity Plan measures improvements in student course success and persistence, basic skills success and persistence, degree and certificate attainment, and transfer by students' age, gender, race/ethnicity, and disability. [28]
- The Accountability Report for Community Colleges (ARCC) is used in many different reports such as the Equity Plan and Fact Book. [28,38]
- Unit (discipline) plans including overall enrollments, FTES, and productivity used for measuring discipline progress. In fall 2008 a new assessment will be introduced to the faculty that data about five fall terms of course enrollment, retention and success. The assessments are intended to narrow the discipline focus to determine what courses are succeeding or not. It is further intended that the assessments will assist in bridging the SLOs to overall course success. [39]
- The COA Fact Book was initiated in June 2008 and was shared with the college members in August 2008. The book is designed to assess the success of the college in relation to enrollment as well as to students' personal backgrounds and aspirations and learning outcomes. The Fact Book also lists faculty and staff by age and ethnicity. [38]

The college newsletter, "COA Today," is sent to all campus constituents. A copy is also sent to the district office. "COA Today" is designed to share updated and "news" information about all programs, services, and special events held by the college. [40]

In addition, assessments and data are shared on staff development days and within the standing committees. In May 2008 the President and Vice Presidents held a retreat for faculty and staff to review data collected for the Basic Skills Initiative, the Equity Plan, the Educational Master Plan, and new data from the CCSSE. Twenty-six faculty and twelve staff and administrators participated in a weekend event of interactive sessions on Basic Skill planning and CCSSE data analysis. [41]

The external distribution of information is made public primarily through the college's catalogue. Select editions of "COA Today" and institutional and program information are made public by the President at Alameda's civic and business organizations as well as at statewide and national organizations. In addition, the Public Information Officer initiates press releases detailing newly awarded grants and programs receiving distinction awards. In spring 2008 COA was featured on the Channel 7 news for a brief documentary on the reasons why many working people are returning to community colleges.

EVALUATION

COA has an abundance of data, evaluations, and assessments. Much of this information is presented to the college members at special forums, retreats, publications and via electronic communication. Also, as described in Standard IVB. 2e., the President and her Vice Presidents are active in community organizations and events where they share information about the college.

Responses to the institutional survey and to faculty interview questions suggest, however, that neither systematic communication nor use of this information is entirely adequate. [see IVB. 2e. Evaluation for survey responses]. In the context of internal assessments one faculty interviewer stated:

"I feel we need [to] improve [on] communicating documented assessment. Assessment not only needs to be documented, the results must be communicated in a timely, concise manner."

The Institutional Effectiveness subcommittee of the Self Study strongly believes that the internal college community needs to be diligent in reading "COA Today" and other posted and electronically disseminated information. Additionally, it would be helpful if the college had a webmaster to maintain its website to facilitate posting to the web in a timely manner.

6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

DESCRIPTION

Several college units use a review cycle to insure program effectiveness.

A well-established review cycle is found in the Student Services units of DSPS, EOPS, Cal Works, counseling and matriculation. The data most often used in these units are those required annually by the state for categorically funded programs. Other data used by these units include equity evidence by the age, gender, race/ethnicity of students being served as well as by their achievement in course completion, unit accrual, degree and certificate attainment and/or transfer. The review processes take place in unit meetings and in Student Services meetings held every term. [42]

A second well established review cycle takes place with the Library. Every term the library staff reviews its select criteria on student use, faculty and student requests, hours of service, types of service, and currency of holdings. Also, the Library conducts special studies on its research services and surveys all faculty and students in English courses for their opinions about use and satisfaction with the unit's services. [42]

A new review cycle of all units (instructional, student, and learning services) was introduced in Fall 2007. The components of this cycle were previously described. For the instructional units (i.e., disciplines), reviews take place every term and are led by the Department cluster chairs (who were instituted in Spring 2008). In Fall 2008, a Master Plan of resource allocations will be introduced to assist the units in identifying how to best use the resources they have and how to share the resources (e.g., human and physical) with all campus units. [42]

The review cycle includes evaluation of the links between productivity and the college's impact on student engagement and outcomes. The productivity review involves course enrollments as they occur on a weekly basis. The enrollment reports, produced by both the District and the college, are made available electronically to all faculty and staff. The student engagement review is essential for understanding how the college is perceived by the students. The new systematic institutional evaluation process is to be developed in Fall 2008.

EVALUATION

According to the institutional survey, 41% of the faculty and 50% of the staff agree that: "COA's processes for institutional evaluation and review, and planning for

improvements, provide venues whereby the evaluations of the institution's performance are made available to all faculty and staff."

It is not surprising that more staff than faculty agree to this statement. The major reason is that the majority of the responding staff was from Student Services, the units that have consistently used data in a systematic manner. Not until Fall 2007 did the college begin a systematic process of cyclic review in the instructional program, which explains why all fourteen faculty interviewed said "No" to the statement: "The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts."

7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

DESCRIPTION

As previously described, the college has several evaluation mechanisms in place and is creating an overall institutional evaluation process to align previous and new evaluations.

PLANS OF ACTION

Primacy of Teaching and Learning: COA institutional identity needs clarification. At the direction of the President, the appropriate college body (i.e. College Council, College Strategic Planning/Accreditation) should initiate a focused discussion by rely on results of recent efforts on innovation and institutional identity by various committees and workshops including, but not limited to: the Student Success Initiative (SSI) and Basic Skills Committee, Curriculum Committee, the Spring 2009 Basic Skills Retreat. Suggestions for institutional identity include: civic engagement and service learning, sustainability or green curriculum, and an emphasis on basic skills. This process will then include increasing active outreach and dialogue with both the college and local communities to achieve a cohesive institutional identity with which the faculty would be willing to identify and to which students are drawn for a successful learning experience.

Communication: Resolve crucial and ongoing problems related to the following: publication and communication of all planning documents; revisions of policies and procedures; and accessibility and usability of the new web service. To further maximize public notification and campus dialogue, reporting-back mechanism between managers, faculty, and staff, by way of committee and shared governance structure, should be consistently and promptly utilized.

Shared Governance, Processes that provide clarity, consistency, transparency and accountability: Clarify governance structure, especially procedural approval of recommendations; insure focused dialogue in the policy/budgetary decision-making process and between the various recommending and decision-making bodies.

Evidence-based practice: Institutionalize a cycle of systematic measures that are tied to objectives with measurable outcomes that are reported annually and measured against baselines that are informed by research data.

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Standard IIA

Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

1. ***The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.***

DESCRIPTION

College of Alameda's (COA) mission is to serve the educational needs of our community by providing comprehensive and flexible programs that empower students to achieve their goals. As expressed in our vision statement, COA… "is a diverse, supportive, empowering learning community for seekers of knowledge. It is committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world." Comprehensive courses are offered in the areas of general education, transfer courses, career and technical training, basic skills and lifelong learning. The college offers 33 AA and AS degrees and 28 certificate programs. [1, 2] COA is tightly bound to the urban community and makes diligent efforts to respond to its educational needs.

Systematic assessment of instruction begins at the unit (or discipline) level with program review and unit analysis as well as and planning. Program review has been guided by COA's Academic Senate. The program review framework allows for the use of qualitative and quantitative data to demonstrate program effectiveness. It includes personnel and resource allocations that are aligned with the college's goals and action priorities. With the development of department chairs for the discipline groups, there is a higher level of accountability for completion of program review. At this time, program review or unit analysis is in the process of moving from development to proficiency. All campus units have gone through a one-year review using productivity and environmental scanning data. [20, 26]

Overall curriculum planning is guided by research. Programs are designed using a variety of research data such as Student Equity data and environmental internal and

external scans as well as college generated formative and summative research. [3, 4, 5, 6, 7, 8, 26, 27, 82]

The college also uses state and national instruments such as:

- Accountability Report on Community College (ARCC), an annual publication by the California Community College Chancellor's Office. ARCC provides an overview of college performance among peer group colleges on specific indicators (transfer, vocational certificates, participation, for example), along with college demographics. [8]
- Integrated Postsecondary Education Data System (IPEDS). This was established as the core postsecondary education data collection program for the National Center for Education Statistics. IPEDS provides another way of comparing COA's demographics and student outcomes. [9]
- Community College Survey of Student Engagement (CCSSE). This survey asks questions about institutional practices and student behaviors that are highly correlated with student learning and retention based upon national benchmarks. [10, 11]

The concept for a bioscience curriculum emerged as a need from the research data. It is being developed as a collaborative effort between faculty at College of Alameda and Merritt College to address immediate and long term labor market needs. The bioscience multidisciplinary program will lead to a degree as well as several career and technical certificates. [12]

Other new programs and services that have emerged based upon identified needs in internal and external scans are:

- Transformative Learning Communities (SSPIRE), a program that integrates academic instruction with student support services for low-income and racially diverse students to increase college success; [13]
- Student Success Initiative (a precursor to the Basic Skills Initiative), which focuses on programs and services for students testing below college level [5, 6];
- ATLAS logistics program, developed to address specific workforce needs in the transportation logistics; [15]
- Alameda Science and Technology Institute (ASTI) [16], an early high school program, which provides low-income Alameda students credit towards a high school diploma and potentially up to two years of IGETC college transfer credits. The program averages about 45 students per term. [17]

In order to address the need for life-long learning, COA offers the community a variety of physical fitness and cultural programs. Cultural programs include the history of City of Alameda, musicals, dance performances, and jazz concerts. The college offers intellectual forums at the downtown Alameda public library. In partnership with Ed2Go, the college offers fee-based non-credit online courses that cover a wide variety of topics. [18]

COA offers flexible programming beyond the traditional fall and spring semesters. Courses are held during a traditional summer session, ranging from 4 to 6 weeks; on Saturdays and/or Sundays, focusing on certificate, degree or transfer courses; during Sunrise College (courses offered at 6 a.m. to accommodate commuters); and during winter and spring intersessions. Short-term courses beginning at various times during a regular semester are also offered. The majority of courses are offered on the campus with about five percent being available online. The programs offered are balanced between general and vocational education. [1, 18]

Quality and relevance in course offerings are determined through the use of student learning outcomes, program reviews, advisory committees, and research data [45, 20, 22, 26, 27]. Many programs, such as the Dental Assisting program, the Aviation Maintenance and Technology program and the Automotive Technology program, are approved through industry accreditation processes. The Curriculum Committee maintains oversight of all courses and programs, including course-of-record currency and curriculum relevant to the evolving needs of students. The Articulation Officer reviews and develops articulation agreements with the California State University and California University systems to assist students in achieving transfer goals.

In order to improve the quality of offerings in a consistent and maintainable manner, an automated curriculum development system, *CurricUNET,* was purchased in June 2008 and is being implemented this fall with a train-the-trainer process. There are many specific benefits to the acquisition of this system:

- It will reduce data entry at the college and district levels to a single source, thereby increasing efficiency.
- It will track curriculum as it moves through the approval process.
- It interfaces with OSCAR (California's articulation system).
- It can generate syllabi.
- It allows for interoperability between the new student administration software package (called PassPort), the catalog, and counseling/advising support services.

This product will assist in program (curricula) evaluation by allowing ease of access to curriculum content. This will foster a closer integration between courses and learning expectations (SLOs), data collected on the student administrative system, and assessment processes. [19]

The Academic Senate, the Curriculum Committee, and the Student Learning Outcomes Assessment Committee (SLOAC) are providing oversight of the development, assessment, and analysis of student learning outcomes. [21, 22] Implementation of a combined review by conducted by SLOAC and a representative from the Curriculum Committee will guarantee closer collaboration and refinement of guidelines regarding assessment and analysis of SLOs.

EVALUATION

COA fulfills its mission by addressing the needs of its diverse student population and the surrounding urban communities as shown by multiple evaluative measures. Although universal acceptance and confidence in the use of review and data analysis has yet to be fully woven into the campus culture, tremendous progress has taken place with aligning the college's mission to programs, planning initiatives, and new course and program development.

Early attempts to establish benchmarks of student equity in access, retention, completion, and degree attainment began with a grant from the Lumina Foundation. As a result of the findings from the grant project, some members of the college community were inspired to collect better data. [5] The collaboration of these groups, working collectively toward student success, became more formalized as research data became more available and useful. Two studies on student success (the Library and SSPIRE cohorts), seminars on student diversity, and the Basic Skills Asilomar retreat helped the campus community to further its interests in using student data [14, 66, 84]. Sharing data from mandated reports, such as ARCC and unit plan analyses, as well as student

learning outcome (SLO) development, have brought about a greater awareness of data-driven decision making. [8] Additionally, results from the CCSSE study show that COA meets the needs of its students as compared to national benchmarks. [10, 11]

District–wide efforts to standardize unit planning were adopted by the PCCD Board of Trustees in 2007. [37] An analysis of unit planning was described in Standard IB, Institutional Effectiveness. The incorporation of effectiveness measures regarding student retention and success in all courses is also described in Standard IB.

It is hoped that the oversight for the completion of college-wide SLOs will ensure that each course outline contains measurable SLOs that are aligned with institutional learning outcomes (ILOs). [23, 24] Integration of course and program SLOs, and appropriate identification of assessment measures, has yet to be completed for all programs and courses.

1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

DESCRIPTION

College of Alameda employs numerous measures to insure quality in our programs and support services for students. Internal scans show that the college's curricula have shifted from a strong vocational emphasis to that of transfer, degree attainment, ESL, and basic skills focus. External environmental scans reflect that the college's changing demographics are corresponding not only to the changing demographics in our community but also to those within the state of California and the growing diversity within the nation. [26, 27]

A systems approach to program planning and budgeting was developed using a scientific evaluation methodology. The Peralta Community College District (PCCD) adopted a program/unit review model in June 2007 using "Grow, Maintain, and Watch" (GMW) ratings. From October to December 2007, the model was implemented and is now undergoing review. The model's framework addresses effectiveness and efficiency, using five-year trend analysis of program productivity, student retention and success, and environmental scanning. Other broad measures are additionally used in the planning and development process. [5, 10, 11, 26, 27]

The GWM model, when correlated with the trends displayed within the 2008 ARCC report, suggest that COA outcomes have remained fairly steady in transfer and degree/credit functions. However, it is indicated that COA will need to re-examine its career and technical programs so that they maintain currency with employer needs and anticipate future growth markets. [3, 8, 26]

To insure continuity and an ongoing cycle of improvement, a district wide schedule was developed. All college educational master plans are to be updated every five years, in the year preceding the accreditation self-study. This will allow the college to internally review its programs and services as well as to provide a comprehensive review of programs and services across the district. [31]

The comprehensive educational master plan for COA was completed in Fall 2008 [2]. The College's Educational Master Plan (EMP) is a high-level summary of the major guiding concepts, evidence/findings, and future directions for the college. The EMP includes broad directions for exploration and innovation. It provides an open framework for innovation and adaptation at the classroom level. The EMP is organized into five main areas. [2]

- The introductory chapter provides a historical background of the college, including demographics, mission, vision, values, and institutional learning outcomes and action priorities. Further information is provided on the challenges facing the college in the areas of instruction, administration, and student support services. Additional information outlines the EMP process itself, its purpose and evidence, evaluation and accountability data.
- Chapter II outlines the planning context both at the district and college level. It includes data acquired from the internal and external environmental scans as well as student services success and peer group comparison data.
- Chapter III focuses on the priorities and processes at the district and college level as they align with the strategic goals, COA administrative and instructional practices, staff development, pedagogy innovation, and the departmental unit plans.
- Chapter IV, entitled "Assuring Academic Excellence through a Culture of Evidence & Accountability," focuses on the core programs: Transfer; Career/Technical Education; Personal Enrichment/Community Education; Student Success Instructional Support; Student Services; Teaching and Learning; and Special Programs. This chapter provides a summary of the unit plans, priorities, and needs indentified by the disciplines.
- Finally, Chapter V identifies resource challenges, both human and physical, as they relate to the unit plans, institutional priorities, and needs identified in research/survey data.

In addition to five year updates, the EMP will be reviewed annually to assess the status of implementation milestones. Input from both instructional and student service program reviews and unit plans will be used as a basis for updating planning and strategic information. This will be presented to the senior management team (SMT) and college and district-wide educational master planning committees at the start of the fall term to direct the development of annual educational planning priorities [33, 34, 35]. The 2008-2009 academic year marks the first time full implementation of this process will occur.

Implementation of educational plans depends on the measurement of outcomes with data to support prioritization of action initiatives and goals. CSEP data (enrollment, class size, class sections, FTES, FTEF, FTES/FTEF, etc.), along with the continuing process of cyclic program and unit plans form the basis for programmatic decisions regarding growth and deactivation. A full description of the college and district-wide program unit planning is included in the COA Educational Master Plan, the district's Strategic Master Plan, and the District Wide Unit Planning Handbook [2, 31, 37].

The program review process will proceed on a three-year cycle, and each year, all instructional and student service units will update their unit plans based on an assessment of issues and completion of prior-year initiatives.

Annual EMP Milestones - Progress Reviews

Cycle	Process
Annual	Update Unit Plans Review District Wide EMP Milestones
Two Years	Environmental Scanning
Three Years	All Programs Reviewed
Five Years	Master Plan Updates
Six Years	Accreditation Self Study

In a recent college-wide retreat, current practices, internal and external scans, and CCSSE student engagement data were reviewed. As a result of this process, an action matrix was developed that includes specific goals to be achieved in order to address student success. [14, 36]

EVALUATION

College of Alameda has taken efforts to assure that instructional programs and instructional support services conduct evaluations and implement program improvement.

The evaluation of programs and instructional support services includes program review, internal and external environmental scans, advisory group recommendations, and equity assessments regarding enrollment by race/ethnicity, gender and age. Curriculum improvement and oversight of curricula issues falls under the purview of faculty via the Curriculum Committee and the Student Learning Outcomes Assessment Committee (SLOAC).

Research reports have been prepared and presented in various COA planning bodies and forums (College Council, college-wide retreat, Staff Development day activities, Department Chair meetings, workshops and forums). [36, 47, 50, 77]

Although not yet proficient in the application of research data in planning, the college is making progress in formulating campus policies, procedures, and initiatives based on subjective evidence. This will be a long term effort, the results of which will be determined by success in meeting identified goals and objectives.

Further development and refinement of the process by which student learning outcomes are written, assessed, analyzed, and supervised is underway. Meetings held in Fall 2008 have resulted in a collaborative process of review and approval wherein the Curriculum Chair reviews initial SLO proposals with the SLO Committee. [22] These discussions are held prior to the review and adoption of completed course SLOs in the full Curriculum Committee. This procedure allows for critical review of the SLOs by SLOAC and by the Curriculum Committee to insure alignment with institutional learning outcomes (ILOs) and appropriate identification of assessment measures [21, 22, 23, 39].

1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

DESCRIPTION

The college theme of "Anytime…Anywhere" speaks to its commitment to provide learning opportunities for students through a variety of formats in a manner that offers broader access to the college's programs and services [18]. Program and course development are driven by the faculty and are reviewed at multiple levels during the approval process: within the department or discipline; by appropriate student services faculty; by the campus curriculum committee; and, if appropriate, by the district Curriculum and Instruction and Program Development (CIPD) committee. This assures academic rigor, compliance with Title 5 Educational Code guidelines, and consistency with the college's mission, values and goals. [1, 41]

Our alternative schedule (weekend, intersession, and sunrise) offers a variety of transfer, vocational and life enrichment courses. [1, 18]

The expansion of online and hybrid courses offers additional opportunities for students. Our online and hybrid course offerings have increased from four approved online courses in 2004 to 54 courses in 2007. Specific details of online and hybrid courses are included in Standard IIIC.

In Fall 2005, COA began the Weekend College program. Weekend College provides educational opportunities to members of the community who are unable, or who find it inconvenient, to attend classes during the day or evening hours. It is a complete college experience based on a traditional curriculum. Students who graduate from the Weekend College spend comparable hours in the classroom, receive the same quality of instruction, and learn the same skills as traditional weekday graduates.

Career and Technical programs meet with their advisory committees to evaluate student performance and discuss employment trends, industry standards, collaborative strategies, and the need for curriculum and program revisions. COA's advisory committees are active in the career and technical areas, such as Apparel Design and Merchandizing (ADAM), Diesel Mechanics certificate and apprenticeship program, Auto Body, Automotive Technology (ATEC), and Aviation Maintenance Technology (AMT) as well as in special programs such as the Aviation High School and the early high school program ASTI (Alameda Science & Technology Institute). [25, 56, 58, 59, 60, 70]

EVALUATION

There are processes and discussions in place that address questions of quality and appropriateness of courses and programs using program reviews, unit plans, and advisory committee feedback. Currently, faculty members are explicitly asked to tie their work to the institutional learning outcomes, mission, and vision.

Implementation of the combined review by SLOAC and the Curriculum Committee will insure that student learning outcomes are addressed with closer internal collaboration and oversight. [21, 39, 43, 46, 50]

The incorporation of research into strategic and program planning is currently being implemented. The instructional division has gone through one year of unit planning and

SLO implementation. Budget planning (including unit plans) includes needs for program and course improvement; however, continued refinement and adoption of planning for ongoing operational practices is still a need.

1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

DESCRIPTION

COA began the initial process of developing student learning outcomes for courses and programs in Spring 2005, when four faculty and the Vice President of Instruction attended a SLO conference sponsored by the East Bay Vocational Advisory Board. [42] District-wide efforts began in Spring 2006. Later that year a groundswell of support within the Peralta Community College District began to yield results. [24] Both the campus and the district-wide Academic Senates adopted an accelerated program review process and established guidelines and procedures for implementing student learning outcomes at the course and program level. Concepts and methodologies were presented on staff development days; workshops and forums occurred on the campus. [28, 29, 38, 40] College of Alameda selected a faculty SLO Coordinator.

Also in 2005, Institutional Learning Outcomes (ILOs) were developed. These were aligned with district-wide strategic planning [23, 47]. The ILOs have been adopted by various constituency groups on campus (Academic Senate, College Council) as well as by the PCCD Board of Trustees.

In Fall 2007, the Curriculum Committee began accepting and approving addendums that included student learning outcomes. No new courses were approved unless student learning outcomes were identified. [39, 46, 50]

In April and May of 2008, a Student Learning Outcome Assessment Committee (SLOAC) was formed, and a website was posted that related specifically to the business of student learning outcomes. [22, 45] The SLOAC has taken on the task of developing bylaws and a plan of action. SLOAC and the VPI have recommended that course outcomes be included in syllabi, that course addendums with SLOs be submitted to the Curriculum Committee for approval, that assessment plans be developed, and that assessing of outcomes be completed by Spring 2009. [21, 39] The Academic Senate, the Curriculum Committee, and SLOAC are assisting with the development of a process for assessment of student learning outcomes.

Ongoing funding for the position of SLO Coordinator is being considered; conditional funding for 2008-2009 has been secured. [49] The protracted state budget appropriation process and the uncertainty of future funding necessitate planning from year-to-year.

Instructional faculty is in various stages of development of course-based SLOs. Most Student Services faculty and department directors have completed construction of outcomes and are in the process of assessment and analysis. [21, 73] Instructional disciplines are in the process of developing program learning outcomes.

Mini-grants have been offered to assist faculty in developing new programs and services and to promote the SLO/curriculum update process. These efforts have proved fruitful. Program reviews have been completed for 49% of all instructional disciplines during 2007-2008; annual unit plans were completed by 95% of instructional programs and

88% of student services units. [3, 48] Assessments are in the early stages of development and implementation. There is discussion as to the methodology of integrating assessment with the COA vision, mission and institutional objectives. [21]

Further dialogue on SLOs took place within the college's Curriculum Committee and Academic Senate. This resulted in a combined memorandum that went out from the Vice President of Instruction, the Academic Senate President and the Curriculum Chair regarding course and program review, with a call to action to update courses and include student learning outcomes. [43] In response to this push, by February 2007: twenty-seven new courses were approved; online courses with distance education addendums were approved for twenty-seven courses; fifty-four courses were updated (which included the SLO addendum); and sixty-four courses were deactivated. [44, 45, 46]

EVALUATION

Student Learning Outcomes from all courses and programs need to be completed. Assessment strategies and guidance for assessing student learning outcomes for course, program, and degree learning outcomes need to be developed and coordinated with appropriate data collection activities of the planning and research office. Standards of SLO formatting, assessment, reporting, and analyzing need to be approved by the COA governance bodies.

It is critical that the formation of course and program outcomes align with institutional outcomes and reflect the unique vision of College of Alameda. Intuitional Learning Outcomes need to play a larger role in the crafting of course and program outcomes.

It is the policy of the Curriculum Committee that no course or program will go forward without SLOs being included as part of the curriculum packet. In this manner, SLOs will be integrated into the course approval process. [46, 50]

2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

DESCRIPTION

As stated in its mission, values, and vision, the College of Alameda is committed to providing comprehensive and flexible programs which will enable students to achieve educational excellence. [1, 2] Courses at the College of Alameda follow the same standards of excellence for all modes and levels of instruction. The College of Alameda offers collegiate, developmental, and pre-collegiate courses and programs, short-term courses, and contract education. [1, 18]

The same course outlines and student learning objectives are developed for a given course regardless of the method of instruction. Before a course is offered via distance education, an addendum to the course outline must be approved by the Curriculum Committee to insure academic rigor and transferability [44, 50]. In the addendum, the form of distance education is described, varying from 100% internet-based, to TV courses, to a combination of internet and face-to-face meetings (hybrid courses). The justification for offering the course via distance education are set forth as are the types

of instructor-student contact .The course outline of record as well as accommodations for disabilities are verified. When the addendum is presented, the rigor of the course is also discussed.

In addition, the PCC District provides a stipend for a distance education campus coordinator and 0.5 release time for district-wide faculty trainer. [51, 52, 53] As part of their responsibilities, the trainer and coordinator have offered classes on course management systems as well as classes on online teaching and pedagogy. They continue to serve the campus in a variety of leadership and support roles, assisting with the preparation of the Distance Education Addenda, working closely with the Learning Resources Center, and directly supporting the online faculty.

2.a.The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

DESCRIPTION

The College of Alameda considers itself an institution with outstanding faculty. Faculty members develop all course curricula and student learning outcomes (SLOs) following guidelines generated by the Curriculum Committee, which acts under the direction of the Academic Senate, and the Student Learning Outcomes Assessment Committee (SLOAC). These committees are all faculty-driven.

Since August 2004, staff development workshops have been held at various campuses throughout the district to assist faculty, working individually and collaboratively, with writing SLOs. [28, 29, 40, 54] A Student Learning Outcomes coordinator for the College of Alameda was appointed from the faculty in Fall 2007 and has met with individuals and small groups within the faculty to work on student learning outcomes. [49] The Coordinator convened the first meeting of the SLOAC on April 24, 2008. [21] The committee consists of faculty members from various academic and vocational disciplines who will be available to colleagues as resources in the continued development and assessment of SLOs. The SLOAC has developed the following plan for implementing SLOs at the College of Alameda: (1) The goal is to complete 100 % of course SLOS In the beginning of the Fall 2008 semester; (2) Also in Fall 2008, program and General Education SLOs will be tackled, the institutional learning outcomes will be reviewed, and faculty will develop an assessment plan; (3) In spring 2009, SLOs assessment will begin. This plan was communicated to faculty by the SLO coordinator via email in May 2008.

Student learning outcomes are attached to course outlines as an addendum. As of May 2008, student learning outcomes have been completed for 48% of courses and for some programs. [21, 50]

The district-wide curriculum committee has recommended the purchase of two web-based curriculum management tools, CurricUNET and TaskStream, which will facilitate updating course outlines as well as the processes of developing and assessing student learning outcomes. [19]

The voice of faculty in the planning process is expected to increase systematically at the College of Alameda as a result of the installation of department chairs. In the Fall 2007 semester, the faculty elected the first department chairs, which began serving in

January 2008. A chair of chairs began service in September, 2008. As advocates for their departments, the department chairs serve as active liaisons between the Office of Instruction, the division deans, and the departmental faculty and staff. [30]

EVALUATION

The SLO plan was communicated to faculty at the end of the Spring 2008 semester by email, and although the SLO Coordinator worked one-on-one or in small groups with discipline faculty, there were no open SLO workshops during the Spring 2008 semester.

A hands-on SLO workshop was held at during the college Staff Development Day, October 22, 2008. Approximately fifteen faculty members from seven discipline clusters attended.

The SLOAC committee has planned to be the primary point of contact for the different disciplines. [21, 22] This division of labor approach will allow for greater efficiency and expedite the SLO implementation process.

2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

DESCRIPTION

Advisory committees meet regularly for the following vocational programs: Apparel Design & Merchandising (ADAM); Automotive Technology; Auto Body & Paint; Aviation Maintenance Technology; Business & Accounting; Computer Information Systems (CIS); Dental Assisting; and Diesel Mechanics. [56, 57, 58, 59, 60, 79] Advisory committee members are invited from local and regional businesses and agencies to and provide perspective on the relevance and importance of trends in their respective fields. College of Alameda faculty members in each area constantly strive to revamp the curriculum and provide the best education to enable students to be competitive in the workplace.

Advisory committees include representatives from automotive service facilities, banks, clothing design and fabrication industries, and communication, corporate aviation, high tech, and personnel and government agencies. Transportation agencies include AC Transit, Amtrak, BART, and CalTrans. Advisory committees also include College of Alameda students, faculty, and administrators, and faculty from local high schools, CSU East Bay, and San Francisco State University. [58, 59]

Students are invited to all advisory committee meetings, and given the opportunity to gain practical knowledge. [57] For example, at CIS meetings, software trends are discussed. At Automotive Technology meetings, mock interviews are conducted with prospective Toyota service managers. [60, 80] At Aviation Maintenance Technology meetings, students demonstrate the skills they are developing to industry partners, who then have direct input into the training program.

EVALUATION

With a large-scale coherent effort and good leadership, the College of Alameda can meet its goals for SLOs with the plan outlined above. The vocational programs have a tradition of outstanding advisory committees and student involvement.

2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

DESCRIPTION

College of Alameda assures high quality instruction through a comprehensive tenure evaluation process established in the Peralta Federation Teachers (PFT) contract. Tenure-track faculty evaluations are rigorous and are given top priority. As cited from the PFT contract, "The purpose of the tenure review process is to assure excellence in all aspects of the academic enterprise. Tenure review is a four–year process, Peralta's approach to this period is based on the premise that the tenure recommendation is best formed by a partnership of faculty and administrative colleagues, as well as students, through the student evaluation process; a partnership in which the perceptions of each inform the others." [61]

The evaluation criteria are derived from those academic qualities, skills, and attitudes of professional behavior that constitute excellence. The tenure review system is founded upon the following principles:

- Recognition and acknowledgement of good performance;
- Enhancement of satisfactory performance;
- Continual development of faculty members who are performing satisfactorily to further their own growth;
- improvement of performance; and
- Promotion of professionalism.

The basis for review of probationary faculty is composed of four categories collectively containing 30 criteria for assessing performance in four areas: 1) knowledge base; 2) application of knowledge base; 3) motivation and interpersonal skills; and 4) professional responsibilities.

In the first contract probationary year, a Tenure Review Committee (TRC) consisting of four members establishes an evaluation plan. The Evaluation Plan (EP) is a written schedule of committee meetings, activities, and visitations that are jointly developed by the TRC and the candidate during the first three weeks of the candidate's first year. It is updated each year by mutual agreement between the TRC and the candidate. The EP must be approved by the Vice President of Instruction, the TRC Committee, and the TRC Facilitator, thus insuring a fair, objective, and professional evaluation. The EP incorporates a plan to measure the four performance criteria cited above as they apply to the candidate's particular job responsibilities. To insure quality and consistency in teaching during the first year, all courses taught or a minimum of three courses per semester are evaluated. In the second and subsequent years, three courses per academic year are evaluated. A separate process has been developed for non-teaching faculty that incorporates many of the aspects of the teaching TRC process. It is tailored for individual candidates depending on their area of assignment; for example, processes have been developed for counselors, nurses, coordinators, and librarians. [61, 62].

The Evaluation Plan becomes part of a portfolio that also includes information from classroom visitations, student evaluations, peer input, administrative evaluations, and a self-evaluation, along with any additional supporting documentation. In the event the candidate receives less than satisfactory ratings, the candidate joins with the TRC to create an Improvement Plan to address any identified weaknesses, and agrees to participate in the activities agreed upon in the plan.

At the beginning of the spring semester, the Vice President of Instruction and the Faculty Academic Senate President serve as the Certification Committee, and review the portfolios and certifies whether the tenure review process has been followed. Additionally, the TRC must prepare a report on the candidate's progress rating, together with its recommendation to the Vice President and President, prior to the end of the fall term. This insures compliance with Ed Code Section 87610(March 15 notification deadline), and allows adequate time for a candidate to review the portfolio and/or appeal or challenge the evaluation or documents contain therein.

Part-time faculty members are evaluated on a 3-year cycle. Under the most recent PFT contract, one third of all adjunct faculty were to be evaluated beginning in 2007. Part-time faculty are placed in a preferential hiring pool when they earn a composite rating above "meets all requirements" in two consecutive evaluation cycles. At the current writing, 26% of part-time faculty has been evaluated since 2007.

The process for evaluations of tenured faculty seems to be the most problematic at the College of Alameda as well as within the district; the most recent evaluation cycle was conducted around 2002.

As of April 2008, approximately 48% of all course outlines had been updated in the last five years. [46, 50] The Curriculum Committee has identified the need to "strongly" encourage faculty to address this issue with a goal to update all course outlines not in compliance. This process has been linked with the SLO project, and the Curriculum Committee has established a goal of full compliance by the end of the 2008-09 academic year.

One indication of the quality of instruction is from the Community College Survey of Student Engagement (CSSE), which was conducted with 454 students in April, 2007 [10, 11]. This survey indicated that students rated their experiences at the College of Alameda as higher in active and collaborative learning than the nationwide average. Students at the College of Alameda have an overall success rate that is almost comparable to the statewide means (64.47% at COA vs. 65.50% statewide in Fall 2007). However, the average retention rate in the same semester was somewhat lower than statewide: 78.31% at COA vs. 82.37% statewide [63]. COA's retention factor maybe the result of 60% attending one or more classes at other college's in the district. [64]

EVALUATION

Evaluations of full-time tenure-track faculty are rigorously followed and documented.

The full-time tenured faculty evaluation processes has the potential to be effective in assuring high quality instruction to students. However, tenured full-time faculty evaluations are not carried out systematically.

Evaluations of part-time faculty are becoming increasingly regular, but they are not reported as a group. There has been inconsistency in completing the process due, in part, to the turnover of part-time faculty and to the requirement to evaluate new adjuncts within the first semester of teaching. This process is hampered by the shortage of human resources at the college, identified in Standard IIIA.

The success rate of students in completing transfer and vocational courses is above or slightly below average. [27] However, students at the College of Alameda report higher than average rates of active and collaborative learning, and the success rates are comparable to peer group colleges. [10, 11]

Identifying potential course conflicts can be a challenge. To increase efficacy in class and program scheduling, a district-wide planning tool is necessary.

2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

DESCRIPTION

Specifics for institutional delivery modes and teaching methodologies are described in detail in Question 1b of this Standard. However, since the last accreditation cycle, the College of Alameda has introduced a variety of innovative programs to meet the diverse needs of student groups, including:

- Alameda Science and Technology Institute (ASTI), an early college high school on the College of Alameda campus, admitted its first students in Fall 2004. Students in the ASTI program are selected based on a high level of motivation, with preference given to first-generation college-attendees. ASTI students take classes in their own classrooms on the COA campus through the Alameda Unified School District for two years, and then enroll in COA classes for their last two years of high school. Many students receive their high school diplomas along with Associate of Arts degrees. ASTI was founded with funds from the Bill and Melinda Gates Foundation, and the first class graduated (N=47) in May 2008. [17]
- The Student Support Partnership Integrating Resources and Education (SSPIRE) Transformative Learning Connections, a cohort-learning program for basic skills students, began enrolling students in the Fall 2006 semester. Low-income, at-risk students enroll as a cohort over a one-year period in designated basic skills courses in English and/or Math and College Success. These students make a commitment to spend time in the Writing and Math Labs and to have regular contact with the instructors during their faculty office hours. Books, supplies, extracurricular activities, and faculty release time are funded by a grant from the James P. Irvine Foundation. Preliminary data indicate that students in the program have greater persistence and success than their counterparts. [66]
- The College of Alameda is currently involved in several logistical initiatives to provide training and career advancement to the East Bay community. One such endeavor is the East Bay Career Advancement Academy (EBCAA) and the other is the ATLAS program. [67] EBCAA is a $1.6M grant awarded to the Peralta Community College District to build participants' skills in reading, writing, and math while simultaneously building their "intellective capacity" by using instructional strategies to contextualize learning so that students apply their new skills to their future work in their chosen career-technical area. At COA, students focus on vocational areas such as aviation maintenance and repair, diesel mechanics, automotive technology repair and auto body & paint.

- The Alameda Transportation and Logistics Academic Support Initiative (ATLAS) began training students in summer 2008. Students with a minimum of a sixth grade education in math and English skills are prepared for careers in ground transportation. Still in its pilot phase, the program offers eight-week training in warehousing and forklift operations, and union and non-union job placement. The program was developed with the City College of San Francisco, the Oakland Adult and Career Education, the Workforce Collaborative, the Teamsters Joint Council, and the Alameda County Social Services. Additionally, the college is pursuing a Department of Labor grant to expand its Atlas program in the areas of highway, rail, and air logistical operations. [15]
- Collaborative efforts are currently underway between the Anthropology, Biology, Computer Information Systems, Chemistry, Psychology, and Health Education Departments to develop forensic microbiology, population genetics, and biotechnology programs. Population genetics is concerned with gene and genotype frequencies, the factors that tend to keep them constant, and the factors that tend to change them in populations. It directly impacts genetic counseling, forensic medicine, and genetic screening. It is intended that the biotechnology program will eventually provide expanded college transfer opportunities and certificated gateways for students who might seek transfer into university health and bioscience programs or entry-level positions within various biotech industries. [12]
- The Oakland Aviation High School is located at the aviation facility with the college's Aviation Maintenance Technology program. It is a charter school that enrolls 65 students for each grade level 9-12. Its mission is to provide a rigorous educational program that prepares students for success in college and that develops the technical skills and personal qualities necessary for a successful career in aviation and business. The first cohort of students started 9th grade in September 2006. In 2007, a second 9th grade class was added, and in 2008 another class was added. Students take regular high school courses and can enroll in AMT classes outside regular class times. The educational program puts an emphasis on literacy and mathematics across the curriculum, close parent partnerships, and the use of multiple assessments to guide and direct instruction. [25, 68]
- A service learning grant funded by the American Association of Community Colleges was received by the College of Alameda from the Alameda Communitas Alliance (ACA). The grant funds practices that apply pedagogical principles to practical experience. ACA seeks to spark a transformation of the COA campus into a civically "engaged college" devoted to an "ethic of service" in its educational vision and mission. This start-up grant allowed the college to experiment with modes of delivery of teaching. [38]
- College of Alameda will develop a consortium of community partners in a strategic partnership to serve students and support the community development movement. This may requires the creation of a new department, tentatively titled Community Development, Urban Leadership and Civic Engagement (CDULCE). Designed around the expertise of the college and its community-based partners, the project would expand enrollment for the college and support the community development sector by providing relevant, contextualized, and high quality learning opportunities for students and community leaders who have been traditionally underserved. Specifically, the program would offer a combination of new certificate programs and new AA degrees utilizing a combination of new and existing credit, non-credit, and fee-based courses. Applying a service learning methodology, the program would provide students

with access to employment opportunities, internships, and mentors in the field of community development [69].

- The Apparel Design and Manufacturing (ADAM) Program has been working with the Island High School (Alameda) Fashion Design Academy to give support to faculty and teachers at Island High School in creating a new fashion design program that will articulate to the ADAM curriculum. [70].
- An initiative still in the embryonic stages is the *Digital Bridge Academy* (DBA). [71] This project's goal is to prepare students for high-wage careers by developing leadership skills and self-confidence, and by teaching them how to become successful college students. DBA students will be involved in three areas.
    - Community Awareness: DBA students will conduct primary research and compile presentations in social justice issues that touch them personally, such as hunger, domestic violence, gangs, child abuse, or homelessness.
    - Leadership and Guidance: DBA students will serve as mentors and leaders to residents of Alameda Point Collaborative, as well as interns to its Senior Management Team. Projects may include employment services, housing referral and placement assistance, mental health and substance abuse mentoring, and children and youth academic support.
    - Community Liaisons: DBA students will serve as community liaisons for the college and local community partner agencies.

In addition to the above new initiatives, several changes have occurred since the last accreditation visit in course delivery modalities; these include the Weekend College, Sunrise College, Winter and Spring Intersessions, and an expansion of distance learning courses.

EVALUATION

Through ongoing program improvement efforts, College of Alameda uses a multi-tiered approach that delivers courses to students in a variety of teaching modalities that address the diverse needs of the community served.

2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

DESCRIPTION

Systematic evaluation of courses and programs is achieved through the program review process. Academic departments submit program reviews on a three year cycle. The Program Review includes narratives describing the program(s), the curriculum, the modes of instruction, student success, human and physical resources, and community outreach activities. In addition, the program reviews include reports on Student Learning Outcomes at the course and department level, and future needs and planning. [20] The Curriculum Committee is responsible for oversight on courses and programs.

Departments also complete unit plans and integrated budget plans annually. Unit plans include a brief history of the department, data summarizing enrollment, departmental efficiency, an action plan, progress on SLOs, and resource needs. [37] Integrated budget plans include all budget requests and their justifications, based on Institutional Action Priorities. [4]

In May 2008, 95% of instructional programs had completed their unit plans, and 49% (18/37) of programs had completed their program reviews within the past year. Assessment of Student Learning Objectives began as early as 2004 in Student Services; some instructional programs have begun assessing SLOs at this time, and campus-wide SLO assessment by instructional departments is scheduled to begin in Spring 2009. These activities are an effort to standardize the process for program improvement, enhance institutional effectiveness, and integrate budget planning with strategic and program goals.

EVALUATION

Multiple factors have contributed to the lack of completion of some unit plans and program reviews. In addition, because the current budget planning process is fairly new, errors have been made in budget allocation categories, thus impeding progress.

2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

DESCRIPTION

College of Alameda is moving forward in aligning its processes, programs, resources, and institutional priorities in order to support, assess, and improve student learning. The institution recognizes that the mission, vision, values, and institutional learning objectives are the driving force for planning and evaluation. The Research and Planning Officer supports the college in achieving its mission by providing timely, accurate, and reliable information that can be used by the various constituency groups. Campus-wide assessing of retention and transfer rates, determining the number of vocational licensures and certificates awarded, and conducting student satisfaction surveys are all means of assessing student achievement. These data are used in completing unit plans and program reviews.

In some instances, COA's career and technical programs are certified by external agencies. To insure industry-wide compliance, these certifications are arduous and require adherence to strict standards. The Automotive Technology program was the first in California to be certified (1984) by the National Automotive Technicians Education Foundation (NATEF). [80] In addition, it is part of the Toyota Technical Education Network (TTEN) program, which enables students to work part-time at a local Toyota dealership while completing their studies at COA. The Aviation Maintenance Technology program is certified by the Federal Aviation Administration (FAA). The Dental Assisting Program is certified by the American Dental Association Commission on Dental Education and is accredited by the Dental Board of California. [72] The Diesel and Truck Mechanics Program is certified by the California Council on Diesel Education and Technology (CCDET).

All departments are developing SLOs and integrated planning documents. Although this process is not yet complete, it is gaining momentum at the College of Alameda as the holistic nature of this process takes root.

EVALUATION

College of Alameda recognizes that while student learning outcomes are integrated into many of the vocational and technical programs and courses, there is little evidence of their implementation in academic areas. There continues to be campus-wide dialoge regarding SLO integration with the insitutitonal learning outcomes, mission, vision, and instititional action priorities, but, as a whole, faculty and staff have only recently begun to comprehend the significance of this process.

2.g. If an institution uses departmental courses and/or program examinations, it validates their effectiveness in measuring student learning and minimizes text biases.

DESCRIPTION

At College of Alameda, only a few of the departments use exit exams to measure student learning. Two notable exceptions are the occupational programs of Dental Assisting and Aviation Maintenance Technology.

Aviation Maintenance Technology offers several certificate options: Federal Aviation & Aeronautics (FAA) approved Airframe and Power Plant, and Federal Communications Commission (FCC) approved General Radio/Telephone. Students completing each program take comprehensive written, oral, and practical examinations. Upon satisfactory completion of the exams, students are awarded passing status for the FAA and FCC written exams in their fields. According to faculty, students consistently score above 90%.

Students satisfactorily completing the Dental Assisting program may take the certification examinations of the Dental Assisting National Board, and the State of California Registered Dental Assisting exams. According to faculty, in recent years, approximately 60% of students have taken the exam, with a 100% pass rate. [72]

EVALUATION

Standardized test are primarily used in the career and technical areas. However, some departments at the college have begun using standardized exams to assess SLOs. For example, by administering the Force Concept Inventory Exam at the beginning and end of the semester, the Physics Department was able to determine that the conceptual part of the curriculum is working well in comparison to national standards. [73] Additionally, the English department discussed the possibility of implementing a standardized exam for selected basic skills courses. [3]

2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

DESCRIPTION

Student learning outcomes are published in course syllabi. Units of credit awarded are based on criteria clearly stated in the course catalog and established through articulation agreements. Guidelines to help students determine an appropriate balance between work load and course load are also discussed in the College of Alameda Student

Handbook, which is provided free of charge to students at the beginning of the academic year. [74]

EVALUATION

As stated previously, College of Alameda is in the process of implementing course and program student learning outcomes, and in some areas the disciplines have begun the assessment of outcomes. Institutional wide evaluation and assessment is in the early stages of development. As the college completes the establishment of outcomes in the spring 2009, systematic data collection beyond the GWM model of program and unit review will begin.

2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

DESCRIPTION

Some departments have begun assessing SLOs, but college-wide assessment of student learning outcomes by instructional departments is scheduled to begin after the Spring 2009 semester.

EVALUATION

Faculty members who have begun assessing SLOs will share their methodologies with other departments. The SLOAC committee will assist individual faculty and departments in achieving the SLO completion goals and will provide guidance on data collection matrices that will be required to accurately assess student goal attainment. [21]

3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

DESCRIPTION

As stated in the college catalog, the College of Alameda's Associate of Arts and Associate of Sciences degrees require a student to earn a minimum of 60 semester units. [1] A minimum of 22 semester units are required in general education courses distributed over four component areas: Area 1: Natural Sciences; Area 2: Social and Behavioral Sciences; Area 3: Humanities; and Area 4: Language and Rationality.

In each general education category, the student may select from a variety of courses to demonstrate the competencies necessary to meet the breath of understanding required for the degree. Criteria for completion of the general education requirements are explained in the catalog, published in student publications, and are part of each student's counseling review process.

The college conducts an annual review of the general education (GE) requirements in consultation with other colleges in the district. Actions on any changes are proposed by the GE subcommittee of the District Council for Instruction Planning and Development (CIPD). Curriculum and general education patterns are given careful attention by the college Curriculum Committee to insure compliance with Title 5 regulations and intersegmental policies. Adoption of recommendations from the college curriculum committee or the GE subcommittee are approved by the District CIPD, and ultimately by the PCCD Board of Trustees. They are then printed in the catalog or catalog addendum, posted on the website, and made available for all student publications, and for counselor meetings with students. [41]

Institutional Learning Outcomes (ILOs), established in 2006, were designed to answer the question: What should students who graduate with a degree from COA be able to do? The following ILOs were derived after consultation with the management team, academic and classified senates, and student leaders.

Institutional Learning Outcomes 2006-2010
From their experience at College of Alameda, students will bring to the community the following set of skills and values:

1. **Foundation Skills**
   Perform mathematical operations
   Read and write at the college level
   Demonstrate information competency-- able to find, evaluate, use, communicate and appreciate information in all its various formats
   Demonstrate technological literacy

2. **Personal Development and Management**
   Develop self-awareness and confidence
   Prepare for personal, educational and/or career goals
   Promote, maintain and/or improve health
   Appreciate the value of life-long learning

3. **Communication**
   Perceive, understand, and engage in verbal and nonverbal communication.
   Listen, respond and adapt communication to cultures and social communities using the process of evaluation, reasoning, analysis, synthesis and relevant information to form positions, and make decisions

4. **Critical Thinking and Problem Solving**
   Locate, analyze, evaluate and synthesize relevant information
   Draw reasonable conclusions and apply scientific principles in order to make decisions and solve problems in everyday life

5. **Creativity**
   Creatively respond to ideas and information
   Incorporate aesthetic reflection into life activities

6. **Intercultural Literacy and Interaction**
   Recognize and acknowledge individual and cultural diversity
   Practice respectful interpersonal and intercultural communication
   Recognize and understand the ideas and values expressed in cultural traditions throughout the world.

7. Responsibility
Understand and demonstrate personal, civic, social and environmental responsibility and cooperation in order to become productive local and global citizens

ILOs are designed to be integrated into course and program learning outcomes. Course outlines with integrated student learning outcomes and program/certificate sequences should align with the ILOs and the skills necessary to attain these institutional outcomes.

All new or revised courses of record are initially submitted to the campus Curriculum Committee for review. Course outlines over five years old must be updated to reflect added learning outcomes and to ensure currency and alignment with institutional learning objectives, the mission, and the vision. The Articulation Officer reviews and initiates articulation agreements with four-year colleges that allow for the ease of transfer for courses. Online/hybrid courses are incorporated into the above process with a required distance education addendum.

Because the catalog is a two-year publication, the institution has made efforts to provide a catalog addendum so that current, accurate, and precise information is available to students and counselors both in hardcopy and online. [1]

EVALUATION

The CCSSE survey on Active and Collaborative Learning states:

> Students learn more when they are actively involved in their education and have opportunities to think about and apply what they learn in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community and their personal lives.

COA students had higher mean scores than national benchmarks in this portion of the survey; it appears that high numbers of students are cognitively engaged. [75] To insure the continued relevance and challenge of these knowledge areas, the Articulation Officer conducts an annual review of the general education requirements and advises the Curriculum Committee on recommended actions and policies. This annual review process includes informal consultation with the other colleges in the district and at CIPD. If changes are recommended, they will be approved by the Peralta Board of Trustees. [41] This multi-level review process of the major areas reflective of the general education pattern, humanities and fine arts, the natural sciences and social sciences, aligns with the requirements of this standard.

3.b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

DESCRIPTION

College of Alameda's general education requirements introduce students to a wide range of courses that expose them to contemporary culture, information and computer literacy, and analytical and critical thinking. The requirements in Area 4, Language and

Rationality, cover a broad spectrum of disciplines. Oral and Written communication are included in Areas 4A and 4D. Computer literacy is in Area 4C, and analytical and computational skills are in Areas 4B and 4E. With the exception of computer literacy, all other areas require students to take a minimum of three units to satisfy the GE requirement. Computer literacy only requires 1 unit of credit. [1]

Completion of the GE requirements in these areas develops students' abilities to: communicate clearly, both orally and in written form; to use mathematical computations; and to critically analyze using the scientific method. These skills clearly align with the college's ILOs as defined in Question 3a (above). [46]

Based upon feedback from the 2007 CSSE Survey, the College of Alameda had a higher score than the national benchmark in active and collaborative learning (53.8% vs. 51.3%). In the area of academically challenging curriculum, the rating for COA was 48.6% vs. the bench mark of 48.3%. [10]

From Table 2. CSSE 2007 Benchmarks for student engagement at COA

Benchmark	All Students	Part-time	Full-time
Active and Collaborative Learning	53.8	53.6	54.8
Student Effort	46.3	44.2	53.8
Academic Challenge	48.6	48.3	49.7
Student-Faculty Interaction	48.3	47.8	50.2
Support for Learners	49.3	48.2	53.2

EVALUATION

The areas of knowledge outlined in the breadth of general education courses have been defined over a period of years. Critical thinking is integrated in all college-level courses and embodied in the college's Institutional Learning Outcomes and vision. [1, 23, 76]

Working cooperatively, both at the campus and district level, faculty members have developed the General Education requirements as outlined in the catalog. The faculty has now begun to align student learning outcomes with the institutional ILOs and establish assessment tools.

3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

The college's Institutional Learning Outcomes encompass these important goals: the incorporation of an aesthetic reflection into life activities; the recognition and acknowledgement of individual and cultural diversity; the practice of respectful interpersonal and intercultural communication; the recognition and understanding of ideas and values expressed in cultural traditions throughout the world; and the understanding and demonstration of personal, civic, social and environmental responsibility and cooperation in order to become a productive local and global citizen.

COA has several courses that incorporate some or part of the ethical skills identified above. Following are excerpts from faculty interviews that illustrate the "lived reality of people" at College of Alameda. [2]

FACULTY SURVEYS

Faculty training:

"As the coordinator of the Faculty Diversity Internship Program, I offer multiple strands of training. The first -- Multiculturalism in the Classroom -- addresses most of what you address in c) [above]. The second -- "Exploring Special Populations within Peralta's College Community" -- encourages faculty to develop multiple strategies to reach out to assist our diverse students as part of being the ethical and sensitive human being we want to be and in respect to the students who come before us -- from different cultures, age groups, socio-economic backgrounds, abilities, orientations, etc."

Courses that address:

Civility and interpersonal skills:

"Last spring our English 1A/ESL class focused on a semester-long exploration of utopias and dystopias to better understand our values. This is not an easy task when there are students from many parts of the world who do not appear to have common understandings of human values; however, we worked at it to create various models of utopias that embraced an appreciation for fundamental values and diverse presentations."

"English 5, Critical Thinking, provides training in recognizing the cognitive errors that result from biased and dogmatic habits of thought. In all my writing classes, I stress the importance of economy in writing, showing students how to edit down longer texts to smaller, more precise units. Ideally, this skill helps them view their whole world through an economic lens, allowing them to better organize their lives, to provide a balance between responsibilities. Similarly, I stress the importance of economy in their time management, teaching them to organize their schedules to best facilitate their studying. In creative writing, students learn to appreciate the wide variety of poetry styles and their cultural origins. In the text below, I've changed *diversity* to *variety* … to remove the political bias. The overall inclusion of economics would balance the focus from one exclusively on arts and science."

Respect for cultural diversity:

"Sociology of Minority Groups Soc 5 requires each student to view and evaluate US history and society from the viewpoint of 12 different minority groups); My Intro sociology – Soc 1, also teaches cultural diversity and breaks down racial and gender stereotypes."

Historical and aesthetic sensitivity:

"Sociology of Minority Groups Soc 5 requires each student to view and evaluate US history and society from the viewpoint of 12 different minority groups); (soc 5 also does this by examining how each minority group has been stereotyped by the dominant group in the U.S."

Willingness to assume civic, political, and social responsibilities locally, nationally, and globally:

"My Social Problems Soc 2 class teaches about how to reverse environmental degradation and global warming by having a sustainable economy and society, and

how individual's can lead an environmentally sustainable life. This also touches on environmental racism in that it examines how poor communities of color usually suffer the worst consequences of pollution."

"Diversity Internship class: As a classroom instructor one of the rhetorical modes that I teach is argument. This assignment is designed for both basic skills students and university-transferable classes. It is framed in such a way that I organize groups (to promote interpersonal skills, cultural sensitivity, and negotiation skills for cooperation) and create an assignment that identifies a local problem, sets up a proposal, and investigates both the supporting and opposing reasons for realization (to encourage responsible citizenship and promotes reading, writing, critical thinking, speaking, and listening skills)."

EVALUATION

The courses included in the general education pattern as well as supplemental training provided at the college address what is meant to be an ethical human being. Creation of a Community Development, Urban Leadership, and Civic Engagement (CDULCE) program is under discussion as another means to assist our students in becoming informed citizens [69].

4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

DESCRIPTION

Following the policies for graduation determined by the State Chancellor's Office and the Board of Trustees of the Peralta Colleges, all degree programs require the completion of 60 units for an Associate's Degree in the Arts, Sciences, and interdisciplinary majors (e.g. Liberal Arts). A minimum of 18 units are required in the major field, 22 units in General Education, and 0-20 elective units. The requirements for each major field are developed and monitored by the faculty within the specific major; they are also subject to comprehensive review by the Curriculum Committee and the Council on Instruction Planning and Development [41]. The requirements can be found in both the printed and online versions of the course catalog. [1]

EVALUATION

The College of Alameda meets the standard.

5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

DESCRIPTION

At present, student learning outcomes have been identified for some occupational programs. Other programs are in the process of developing student learning outcomes, which will be carefully evaluated for consistency in light of certification and program improvement.

CTE (Career Technical Education – Perkins Act) core indicators produced annually for occupational programs show the number and/or percentages of students who complete programs, the number who are employed in the field, and the number who are from special populations.

Some of the health occupation programs monitor placement and employment of students in their fields. An objective of the College Master Plan is to redesign several occupational certificate requirements so that they do the following: match current industry needs; respond to Industry Advisory Committees' recommendations regarding workforce needs; and increase program certificate completion rates. Some occupational programs, such as Aviation Maintenance Technology and Dental Assisting, have external standardized licensing examinations at the conclusion of their programs.

By faculty estimates, 60-80% of students obtain employment in their fields, depending on their programs. There have been attempts to track job placement more precisely; however, this task is challenging due its labor-intensive nature. A systematic, district-wide, and college-wide program for collecting these data needs to be addressed to be in compliance with new Perkins Act legislation, CTE regulations, and anticipated future funding requirements.

EVALUATION

College of Alameda analyzes student performance in vocational education programs, annually tracking the following: the number or percentage of majors who successfully complete programs; the number who earn degrees and certificates; and the number who transfer to four-year schools. Also, College of Alameda annually tabulates the total number of students enrolled in vocational courses as well as their retention and success levels by academic year. The success rate, or the percentage of students who received a passing grade in a course, ranged, during the past three years, from 66 to 68 percent. [27] A systematic, district-wide, and college-wide student placement tracking system needs to be established.

6. ***The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.***

   6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

DESCRIPTION

The catalog is the primary source of information regarding transfer-of-credit policies governing the institution; it is available online or hard copy available in the bookstore. [1] The catalog clearly states the transfer-of-credit policies to facilitate, without penalty,

the mobility of students. Counselors provide guidance regarding degree/certificate completion, transfer admission requirements, and articulation agreements.

Counselors and the District Admissions and Records evaluators provide initial evaluation of students' college transcripts from other regionally accredited institutions and Advanced Placement (AP) credit. [1: pps. 60-61] College and university credit earned outside of the U.S. may also be applied toward degree/certificate completion. International transcripts must be evaluated by a foreign evaluation service and are applied when allowable, with the exception of IGETC, English composition, and critical thinking requirements. These transfer-of-credit policies are reviewed annually and updated as needed either in the catalog or catalog supplement.

The college develops and maintains articulation agreements with public and private institutions. College of Alameda's articulation agreements with the University of California and California State University are available on the ASSIST website (www.assist.org). These articulation agreements include general education (IGETC, CSU-GE Breadth, and UC/CSU campus specific) and lower division major preparation and/or departmental (course-to-course) agreements. The catalog also lists GE Requirements, IGETC, and CSU-GE Breadth requirements. In addition, GE advising forms (College of Alameda Associate GE Requirements, IGETC, and CSU-GE Breadth) are available on the COA Articulation Program website and also in hard copy format. Agreements with other regionally accredited California and Out-of-State Independent/Private Institutions are available on the Articulation Program's website. COA's Articulation Officer develops and maintains all agreements annually with instructional faculty assistance.

EVALUATION

The COA catalog is updated and published every two years. Revisions to curriculum that occur in between major publications are included in a catalog addendum so that accurate and precise information is available to students and counselors both in hardcopy and online. [1]

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

DESCRIPTION

COA, as part of the Peralta community of colleges, has a service area which includes a high number of competing educational providers. The PCCD colleges need to coordinate closely, since none serves a unique population base. This need for integration is predicated upon the fact that over 60% of Peralta's students attend more than one of the four colleges. [2]

In recognition of this challenge, the colleges and the district service centers have developed a multi-part design for change. The central element is a concept of *Process Improvement; the* key goal is to improve the collaborative nature of overall strategic decision-making among the colleges. The central change to date has been the creation of a Strategic Management Team (SMT) to bring together the senior management of the district and colleges for consistent, collaborative, and data-based discussion of key issues. Critical areas for improvement include educational programs, human resources,

facilities, and other resource planning matters. [2, 31] Key elements of this process will include:

- Long-term Access and Growth Analysis: The district will assess the access levels provided by age, ethnicity, and geographic area currently and in the context of long-term demographic projections.
- District-wide Curriculum Analysis: The district will support cross-district reviews by discipline to help align and coordinate the curriculum, identifying areas of duplication especially in vocational areas and higher level curriculum.
- Foundation Skills and Retention Best Practices: The district will identify best practices in pre-collegiate education and in student retention and success

To insure students can complete their education in a timely manner, a number of options are available:

- Catalog Rights: Students' catalog rights are defined as maintaining enrollments in at least one semester per academic year, excluding summer session and inter-sessions, in any of the Peralta Colleges, [1: p. 66)]
- Students can petition to waive or substitute a course requirement if they can demonstrate an in-lieu-of completion of a similar course or challenge by examination (if applicable); and finally,
- Counselors can work with students to help them choose appropriate substitute courses at other Peralta or local colleges to complete their degree or certificate program and/or transfer to a four-year college.

EVALUATION

In accordance with Title 5 Regulations, Model District Policies as set forth by the State Chancellor's Office, District Strategic Planning Goals and college policy as contained in the College Catalog, College of Alameda is in compliance with this standard.

6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

DESCRIPTION

The college presents itself clearly and accurately in all its publications; these include the catalog, class schedule, curriculum documents outlining degree and certificate programs as well as courses of record, and the college web site. [1, 18, 46]

In our increasingly technology-rich environment, the primary source of current, accurate information about the college is found on the web site. The current course catalog and addendum are available online, in addition to the online enrollment system (PassPort), and information on current events, schedule of courses, and Board policies and procedures. [1, 78]

EVALUATION

52% of those surveyed feel that technology resources are sufficiently used to support student learning programs and services and that they are widely disseminated. Therefore, the college's web page as a means of communication with the internal and external communities is essential. Significant updating of this strategic marketing venue is progressing (Refer to Standard IIIC). The college and district must continue to refine and make use of this crucial asset as a mechanism to enlighten and inform its constituents.

7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs of worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

DESCRIPTION

The commitment by the College of Alameda to the free pursuit and dissemination of knowledge is defined and assured by both Board Policy and by the contract between the Peralta Federation of Teachers and the Peralta Community College District.

Board Policy 5.10, Intellectual Freedom, remains the definitive statement on academic freedom and responsibility. Board Policy 5.15, Code of Instructional Standards, states that the Peralta Colleges will adhere to the American Association of University Professors (AAUP) position on academic freedom. Copies of the Board Policy Manual are maintained in the library, the President's office, online, and in all administrators' offices. [80]

The contract with the Peralta Federation and Teachers and the Peralta Community College District guarantees freedom of inquiry to all faculty members. This contract also contains procedure for redress should a faculty member feel that his/her academic freedom is being violated (Article 19, Grievance Procedure). This contractual agreement is available to all faculty upon re-negotiation and approval, generally at three-year intervals. [81]

In addition, the College strives to promote the integrity of the teaching and learning process through a number of other means:

- The Curriculum Committee scrutinizes new course offerings for rigor and relevancy.
- The College Department Chairs hold meetings with relevant faculty to address these issues.
- The College Academic Senate ad-hoc Ethics Committee considers questions of professional conduct and ethics.
- The District Academic Senate has an Ethics Committee that advises the College Academic Senate.

The Peralta Federation of Teachers has recently negotiated an agreement concerning Intellectual Property.

7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

DESCRIPTION

The Code of Ethics identifies and protects faculty rights and responsibilities with regard to academic freedom. The College of Alameda agrees with the following concept, outlined by the Academic Senate for California Community Colleges (April 1994): Faculty are reminded that, "…the intellectual virtues of being open-minded, fair, honest and objective in the consideration of differing views, being thorough in research, avoiding the manipulation of date, researching a well-reasoned point of view, and the like should be fostered within the intellectual character of the faculty member."

The Faculty Handbook contains the Student Grievance Policy [80: Board Policy 4.43] and Student Academic Grievance Hearing. [80: Board Policy 4.43.A] This is also delineated in the college catalog where it is intended to provide recourse to students for perceived violations of their academic and civil rights [1].

Objectivity in the presentation of classroom information is assessed through regular peer review as well as through the tenure review process spelled out in the contract between the District and the Peralta Federation of Teachers. This contract is consistent with the requirement that the College Mission be in agreement with the California Educational Code (Section 87663). The basis for peer review of tenured and non-tenured faculty involves four categories containing a total of 24 criteria. Among the criteria are four that address academic freedom and the unbiased presentation of information:

Faculty members are required to

- Provide perspectives that influence a respect for diverse views;
- Continually assess the teaching-learning process and modify starves as necessary to retain student interest, stimulate independent thinking, and encourage students to be analytical in their thinking;
- Create a climate conducive to learning; and
- Display behavior consistent with professional ethics listed in the Code of Ethics. Part time faculty members are evaluated in a similar four-part process [61, 62].

EVALUATION

The standards concerning academic freedom for faculty are well delineated and protected at the College of Alameda.

7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

DESCRIPTION

Standards that apply to students regarding academic honesty as well as related violations and sanctions are clearly described in the college catalog. [1: pps. 26-31] Included are:

- a philosophical statement of appropriate behavior for College of Alameda students;
- a description of academic dishonesty based on guidelines of conduct set forth by California State Law, the Educational Code, and the California Administrative Code as well as by the college;
- possible disciplinary action for violations;
- appeal procedures, and
- guaranteed privacy rights.

In addition, college administrators and departments chairs request that instructors repeat this information in their course syllabi.

EVALUATION

The college catalog and current orientation materials adequately cover the expectations concerning principles of academic honesty and the sanctions for violation.

7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs of worldviews, give clear prior notice of such policies, including statements in eh catalog and/or appropriate faculty or student handbooks.

DESCRIPTION

Because it is a public institution, College of Alameda does not attempt to instill specific beliefs or world views. Potential violations of this are addressed in section II.A.7.a. above. Therefore category 7.c. is not of concern at the College of Alameda.

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

DESCRIPTION

Not applicable.

PLANS OF ACTION

Processes that provide clarity, consistency, transparency and accountability: Student learning outcomes are a new practice at COA. In order for the outcomes to be of value to the institution, there needs to be clarity of process and consistency in practice. The following definitions, processes, and chains of accountability need to be determined regarding the development, application, analysis, and assessment of student learning outcomes that are interwoven with institutional outcomes:

- Responsibilities and accountability of instructors for course and programs outcomes;
- Responsibilities and accountability of department chairs, department directors, and deans for initiation and completion of outcomes;
- Scope, responsibilities, and accountability of the SLO Committee;
- Scope, responsibilities, and accountability of the Curriculum Committee (including updating of courses, vocational certificate programs and other programs).

Processes that provide clarity, consistency, transparency and accountability: Although planning processes at COA have been initiated and practiced, further refinement of these processes are needed to reduce confusion and redundancy. Timely feedback with regard to these planning documents is essential. When written procedures are completed, they will be well-communicated, with training as appropriate.

- Written and clear procedures regarding the content of unit plans, integrated budget plans, and program reviews are critical. If the planning processes are completed as

described, then during any cycle, >80% of units will have unit plans, budget plans, and program reviews completed and done to specifications.

Evidence-based practice: To ensure quality practice, COA uses empirical evidence to evaluate, analyze, assess, and restructure learning modalities. Student learning outcomes are used for courses, programs, student service, and other departments and the institution. To effectively incorporate the research data, education and goal setting for faculty and staff must be available and attainable. Hallmarks of this program will include:

- A commitment and investment from the institution in support of evidence-based practice
- SLO workshops to assist faculty in writing and assessing SLOs.
- All SLOs need to be completed and included in all syllabi.
- Education and assistance with analyzing SLOs for course, program, and degrees
- Rewriting and reworking course/program content to reflect improvements based on evidence
- Sharing of findings in a holistic manner for disciplines, programs, departments, divisions, and the institution.
- Substantive change based on outcome analyses (reports) and the impact of findings on general education requirements and college practices and procedures.
- Integration of course and program SLOs, alignment with institutional learning outcomes (ILOs), and appropriate identification of assessment measures.
- Complete comprehensive learning outcomes for General Education and develop an assessment for general education courses.
-

Limited Resources: The College of Alameda will urge the purchase of a software package, such as Schedule 25, to help in scheduling classes across the district.

Maintenance of Effort, Stability of Administration and Continuity of Practice: The job placement of students in vocational programs should be tracked at the college and district level.

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Standard IIB

STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

DESCRIPTION

Consistent with its mission as a California two year public community college, College of Alameda recruits and admits any student who is 18 years of age or older or who has a high school diploma. As cited on page 8 of the current catalog [1], the college mission is to serve the "educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals." The college recognizes a dual institutional commitment: to recruit and admit "diverse students who are able to benefit from its programs", and to provide programs that empower its diverse students.

The college offers a wide range of student support services that address the needs of students. These needs are identified through a self-reported assessment that begins with the application for enrollment. The placement assessment for English, math, and ESL, and additional surveys as students continue through the programs at the college complete this process.

Most of these services are offered through the Student Services Division and the by the Instructional Division. The two divisions seek to collaborate to provide a supportive learning environment. In Spring 2007, the Vice Presidents of Instruction and of Student Services established the Student Success Initiative (SSI) to bring together all the established and special programs that support students.

Student access, progress, learning, and success are consistently monitored during Staff Development days, in various committee meetings, through campus discussions, and at college-wide retreats.

In alphabetical order, services that contribute to student access and success are:

- Admissions and Records (liaison with PCC District Service Area)
- Assessment
- Articulation
- Athletics
- Cal WORKS
- Children's Center (liaison with District)
- Counseling
- Extended Opportunities Programs and Services (EOPS)/Cooperative Agencies Resources for Education (CARE)
- Financial Aid (Student Financial Assistance)
- Health Service

Learning Resources and Tutoring
Library
Matriculation
One-Stop Career Center
Orientation
Outreach and Recruitment
Programs and Services for Students with Disabilities (DSPS)
Student Activities
Transfer Center Services
Veterans Services

In addition, the college has offered specialized services through grants such as SSPIRE, in focused learning communities, and through the Alameda Communitas Alliance (ACA), a service-learning project.

Descriptions of the above units are found in the College Catalog with additional information available in each published Class Schedule [2], and the Student Handbook. [3] Most programs that offer student and academic services publish and disseminate information specific to their programs throughout the campus and via e-mail and regular mail to various community-based constituencies. Information about college policies, programs, and services can be found at the college's website. [4]

1. ***The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.***

DESCRIPTION

The institution assures the quality of student support services primarily though the Student Services Division whose mission is to establish and maintain an environment that fosters the intellectual and personal development of students. By providing comprehensive and flexible programs and resources, the Student Services Division supports the college's mission and seeks to insure access, progress, and success to a diverse community of students.

The Vice President of Student Services leads the Student Services Division. A director (a new position as of Fall 2007) supervises EOPS, CARE and CalWORKs. The Dean of Student Services position is currently vacant.

The Student Services Division works as a cohesive unit to assure the quality of its programs and services. Each department is represented at the Student Services Council to share program information, plan services, discuss challenges, and develop strategies to increase student retention, persistence and success. Instructional student services such as the Library and Assessment Center are invited to participate in the Student Services Council.

From admission to the completion of educational goals, the entire college supports student learning and achievement. Whether a student is just beginning an academic career, continuing on an educational journey, or standing ready to achieve determined goals, the programs and services offered by the college seek to provide critical assistance to students, thereby aiding their success.

At the Starting Line

Demonstrating a strong relationship with the community, the Outreach and Recruitment Committee hosts a number of services and activities that promote student access to education and ensure vital student assistance through the educational process. The committee is comprised of members from admissions, assessment, counseling, financial aid, faculty, and specialized programs, including EOPS and DSPS. Their collaborative efforts not only strengthen relationships at the college but also work toward ensuring that students receive the assistance they need to start their college career.

Outreach and Recruitment serves a dual role.

- It promotes the programs and services offered at the Peralta district — emphasizing College of Alameda — in high schools, adult schools and in the community.
    - Outreach activities target local high schools. These presentations include meetings with high school and college counselors. Events such as the Citywide College Night, held at College of Alameda, enable students and their parents to meet with college representatives as well as learn more about financing their education. Cash for College, another program involving high schools and the college collaboration, provides workshops on completing financial aid applications and reviewing alternate financial resources.
    - Other events and activities focus on the community at large. Presentations made at adult schools, participation in city of Alameda festivals, and neighborhood walks are some of the ways that the Office of Outreach and Recruitment represent the college and promotes educational opportunities.
    - COA outreach activities include specialized programs for the Latino community. COA representatives present information in high school ESL classes and also meet with students individually to explain AB540 guidelines. During presentations at adult schools, the COA English as a Second Language program is promoted. Areas with high percentages of Latino populations were added to a Neighborhood Walk program so that COA and Peralta marketing materials could be distributed broadly.
    - COA participated in numerous Employment Development Department sponsored orientations that were in English and Spanish with an emphasis on promoting both the vocational programs and the ESL courses at the college.
    - The COA Financial Aid office presents workshops on Financial Aid in Spanish to community organizations, schools, parents' groups, and churches.

- Outreach and recruitment efforts also seek to improve retention and persistence of current college students by providing financial aid workshops and providing assistance at information tables, all in conjunction with the Financial Aid Office. Financial Aid student ambassadors visit classrooms, and staff provides weekly workshops to encourage students to apply for financial aid.
    - Efforts to improve persistence and retention include the Call Back Program. Prior to each semester, students who have not yet enrolled are called and encouraged to sign up for classes. During the calls, other information is collected to assist in gathering data on enrollment trends.
    - Outreach and Recruitment works closely with the Financial Aid Office to inform students not only of opportunities available at the college but have

various ways to fund their educations.

The Admissions and Records function of College of Alameda is administered centrally in the District Office, with the liaison relationship managed by the Vice President of Student Services at COA and the Associate Vice Chancellor of Student Services.

On-line application, enrollment, and record keeping were introduced district-wide in April 2008. The on-line Student Administration system, called PASSPORT, is designed on the PeopleSoft/Oracle Enterprise system; it provides the CCCApply enrollment application, a uniform statewide enrollment application. PASSPORT is designed to allow students to register, enroll, view schedules, add and drop classes and access their grades more easily than the prior system allowed. Also, students can view their college financial information, including their accounts, make online payments, and view holds on their records. Since the inception of the PASSPORT system, a more and more students are enrolling online. PASSPORT benefits instructors as well, enabling them to check current rosters, to enter grades, and to drop students, if necessary.

The COA Admissions and Records Office and the Office of Student Services established a Welcome Center that provides one-on-one assistance for students who need access to a computer to enroll on-line. The Welcome Center provides eleven part-time student ambassadors who work extended hours Monday through Friday. Ambassadors speak multiple languages to assist diverse student applicants.

Admission is a component of Matriculation, the state-mandated student success program. According to research from the State Chancellor's office (DataMART), over the past five years, matriculating students at the college represent more than 73% of the total student population. [5] Admissions, assessment/placement, orientation, counseling, and student follow-up are matriculation components that the Student Services Division strongly supports. In addition to providing services to matriculating students, studies show that 25% of exempt students also receive these services.

According to research done by the California state-wide Basic Skills Initiative, two of the 26 components required to ensure student success are: 1) mandatory orientation, assessment, and placement; and 2) counseling that is substantial, accessible, and integrated with academic courses/programs. Matriculation at COA not only supports the Basic Skills Initiative in these key areas but works to ensure that all students have access to services necessary for success.

Assessment and placement at the college are conducted in accordance with state mandates, utilizing multiple measures in addition to assessment scores. This holistic process facilitates student success by ensuring their appropriate placement into the curriculum. Multiple measures examine the students' English and math skills, learning skills, aptitudes, goals, educational background/ performance, and the need for special services. Also taken into consideration during the assessment and the placement processes are the student's work experience, family obligations, motivational factors, and any other considerations that may affect opportunities for success when making course choices.

Students can complete orientation by attending a group meeting or by completing orientation online. New/returning students are strongly encouraged to enroll in Counseling 200A: Orientation to College. Completing the course requires attending the Super Saturday Conference, the only student conference in the district where students select workshops of their choice as well as meet other new students to help form

support networks.

Counseling services are provided for all students by the general counselors in the Counseling Department. These services include educational planning for degrees, occupational certificates, and transfers to four year colleges; evaluation of transcripts for graduation and transfer; career counseling and vocational test interpretation; help in providing study skills; help on academic problems; personal counseling and referral to off-campus services. Because of the college's large matriculating student population and the exempt students who avail themselves of counseling services, a very high demand for counseling exists. Despite being understaffed, counselors do an exemplary job in meeting the needs of students to ensure their success. Drop-in and scheduled appointments, orientations, workshops, and counseling classes are some of the ways that students meet with counselors. General counselors also work in collaboration with categorical counselors who assist students with specialized needs.

The Financial Aid Office welcomes students and assists them on their journey through a successful college experience. In 2007-2008, the Financial Aid office disbursed $5.4 million in state and federal grants. The total number of students served was 5584 (2007-2008, duplicated). [6] Weekly workshops are provided for students to help them complete the FAFSA and financial aid forms. The diversity of the financial aid staff enables the Financial Aid office to offer the student information and assistance in Arabic, Spanish, Tagalog, and Vietnamese. Entrance, exit, and prevention workshops for students are scheduled to control default rates.

Programs and Services for Students with Disabilities (DSPS) provide comprehensive educational and vocational support services for students with disabilities. Services include academic, personal and vocational counseling; diagnostic testing; registration assistance; support services personnel such as note-takers and sign language interpreters; testing accommodations; liaison with four-year colleges and community agencies; alternate media including Braille, large print, and e-text; and adaptive computer equipment.

DSPS offers four instructional programs serving students with a wide range of disabilities:

- The Learning Skills Program assists students with learning disabilities by providing assessment, instruction, advising, and liaison with campus instructors and programs. Students co-enroll in mainstream English or Math classes in addition to Learning Skills classes that teach learning strategies in those areas.
- The Adapted Computer Learning Center provides instruction in improving cognitive skills for students with acquired brain injuries or learning disabilities. The Center also provides assistive computer technology as appropriate for students with learning disabilities, acquired brain injury, visual impairment, or physical disability.
- The Vocational Living Skills Program primarily serves persons with developmental disabilities although students with other disabilities also enroll as appropriate. The focus of the program is to assist students to develop skills needed to seek and maintain employment. Courses are also offered in independent living skills.
- The WorkAbility III Program, a joint program between College of Alameda and the Department of Rehabilitation, provides job search skills training and job placement services for persons with disabilities.

One of the primary student services on campus that supports the learning experience is

Extended Opportunity Programs and Services (EOPS). EOPS provides academic and limited financial support to students who demonstrate educational, economic, social, cultural, or language challenges which may interfere with their academic success. The program offers l supportive services to EOPS students that include orientation, priority registration, specialized counseling, individual educational plans, career guidance, academic progress monitoring, tutorial services, instruction in strategies for college success, and limited financial assistance through book services. Other services include transfer assistance and fee waivers for the Universities of California and California State Universities as well as cultural awareness and enrichment activities. EOPS students are assisted with admissions and financial aid applications to local colleges and universities.

An arm of EOPS, Cooperative Agencies Resources for Education (CARE), is a supplemental support system for students who are single heads of households with children age 14 and under, and who are active CalWORKS clients. College of Alameda CARE students receive academic, personal, and career counseling and advising services, child care services, referrals to campus and community resources, book services, and required course supplies. Additional services include workshops on study skills, parenting skills, stress reduction, and personal presentation skills; activities and classes to enhance personal development are also offered. The CARE program assists students in breaking the welfare dependency cycle by supporting them through completion of college-level educational and vocational programs, thus enabling the student to become employable and more economically self-sufficient.

The book service provided by EOPS and CARE continues to be one of the most valuable and essential services to student. During the 2007-08 academic year, more than $188,000 was expended on book voucher services. The EOPS/CARE programs established a book loan program to provide for students who may be considered out-of-compliance with program guidelines, or who cannot receive a book voucher during that semester. The holdings in the book loan program have doubled since 2007, substantiating the need for program assistance.

The CalWORKS Program at the College of Alameda collaborates with the Alameda Department of Social Services to help families with dependent children make the transition from welfare to work. The program provides support services to students who are enrolled in classes and who are currently receiving aid for dependent children. Further, the program provides academic, personal, and career counseling; financial assistance; childcare assistance and referrals; and interview and employment readiness skills workshops. COA CalWORKS assists students in setting and achieving short-term training goals; encourages personal responsibility and accountability; and promotes life-long learning that lead to self-sufficiency. CalWORKS uses student learning outcomes to measure the effectiveness of its services.

The COA Children's Center Program is a district-wide activity administered by a manager located in the district office; the day-to-day supervision is on-site. Childcare on campus alleviates students' concerns about access to supervised care for their children. The Center accepts children from age three to kindergarten age as active learners. Educationally sound and developmentally valid daycare is provided in an environment that promotes the concept that parents and staff are partners in this endeavor. [7]

<u>Continuing Students</u>

In addition to the activities that start a student on a successful path, other student services provide programs for sustaining academic, personal and social achievement.

Academic success is supported through the Learning Resources Center (LRS). The center provides tutorial services (individual and/or group) by appointment or drop-in. Subject areas include English/ESL, mathematics, Spanish, sciences, business, and vocational studies. The LRS has a Math Lab (group and individual mathematics tutorial services are provided in a drop-in, computer lab setting); a Writing Center (English/ESL tutorial services are provided in a drop-in, computer lab based setting); and the Open Lab/Electronic Classroom (new and improved computer access available to students for word processing, internet, and college related software applications).

Athletic programs provide intercollegiate athletes the opportunity to realize potential and to achieve personal success within an extended education context. The Athletic Department is in the process of refining an intensive program of counseling and tracking to insure that athletics maintain required grades and sufficient academic units.

Health services are available and provide health and safety education, first aid, health evaluations, referrals, and coordination of wellness programs with outside providers (eye care and flu shots, for instance). Mental health services consist of a campus crisis team, referrals and intermittent on-campus personal counseling.

An on-campus Veterans Affairs Program provides assistance to veterans and to eligible dependents of veterans in their pursuit of an education and in receiving their veterans' benefits. Services include counseling, certification for educational VA benefits, outreach, recruitment, and referral services for job placement. The VA Coordinator and VA Counselor are currently developing a standard of excellence that guarantees that veterans and their dependents receive orientations and counseling.

Personal and social success is promoted by a wealth of offerings from the Student Activities Department. Student Activities functions on the premise that learning is continuous and beyond the classroom. The campus environment supports freedom of expression and exploration of personal values, allegiances, and expression.

The celebration of campus diversity is a cornerstone of Student Activities (see Question 3d). Student Activities assists with other programs for students, including health-related programs (Health Fair, Sexual Assault Awareness, Diabetes Month), personal growth and development workshops initiated by CalWORKS (personal finances, overcoming personal obstacles, building self-esteem), campus programs (Welcome Back Bash) and others (DNA testing workshops).

Student Activities supports and supervises the college's Student Government, Associated Students of College of Alameda. The goal of ASCOA is to give a voice to all College of Alameda students. The council's major responsibilities include annual elections; appointing officers to campus wide committees; sharing governance in the development of campus policies and procedures; adopting and overseeing use of an annual ASCOA budget; providing leadership for advocacy efforts on campus and at the state level; allocating funds for new programs and projects, granting student club charters; and providing and administering a program of activities and services for students, including College Hour events, workshops, conferences, and retreats.

Students have access to computers in the Cyber Café, where computer use is personal and not restricted to purely educational material.

Exceptional students are selected and rewarded through the Phi Theta Kappa Honor

Society and the Student Ambassador program. Student Ambassadors are student leaders who have a 3.25 GPA or greater and demonstrated leadership abilities. The Ambassadors represent College of Alameda and the Peralta Community College District at college fairs, high school recruitment visits, community events, the commencement ceremony, and numerous other school related activities.

Goal Achievement

In addition to the activities that start a student on a successful path and are on-going, three major student services that promote and provide avenues for sustaining and assisting the student to achieve their academic, personal and financial goals are Articulation, Transfer Center and One Stop Career Center.

Student success is not only an institutional priority, but the articulation center is a major item in the Institutional Action Priorities. COA is committed to the development of new articulation agreements as well as maintaining existing ones with Inter-segmental Offices, UCs, CSUs and CA Independent Colleges and Universities to ease the transfer process for students. [9]

COA's Articulation Program is multi-fold: it establishes articulation agreements for courses that will transfer as lower-division requirements, including specific courses that will meet general education, course-to-course, and major preparation requirements, it updates COA's AA/AS General Education Requirements annually, and it ensures that counselors (general and categorical) are kept informed of all general education and transfer requirements.

The Transfer Center provides a variety of services to assist students interested in transferring to four-year colleges and universities. During the 2007-2008 academic year, more than 35 four-year colleges and universities (ranging from the CSU, UC, HBCUs and private educational institutions) participated and representatives from each institution provided COA students with information and answered questions.

Table 35 in the COA Fact Book [10] compares the differences of various racial/ethnic groups who transferred from COA into the two California public university systems during the past five years. The total number of student transfers to CSU is almost triple those to UC, probably due to cost factors. The total number of African American, Hispanic, and Pacific Island/ Filipino students transferring to the public California universities suggests that transfers by these groups have been increasing since 2004-2005. [11]

During summer 2008 and early fall 2008, two linked programs between COA and four-year institutions began to be developed. The first program involves a concept whereby COA students, after completing their AA/AS degrees and/or transfers to one four-year school, could still receive a four-year degree while staying at COA. This program includes the possibility that COA students could proceed further and receive a graduate degree as well. The second program is with the University of California in the field of environmental leadership. It includes a continuous monthly stipend provided to COA students. This cohort program will also lead to the acceptance and transfer of COA students to UC's fulltime program.

For many community college students achieving degrees and certificates are important events that not only validate their progress in post-secondary education but also make them more employable in the labor market. [10] College of Alameda is the host of the

Alameda One-Stop Career Center which functions in order to meet the employment needs of residents and employers in the city of Alameda. Included in their target groups are the College of Alameda students. The One-Stop emphasizes what is needed to make the transition between classroom knowledge and on-the-job success. Through collaboration with various partners, the One Stop Career Center is able to offer clients a seamless menu of services, and refers clients to appropriate community agencies for expanded services.

One Stop Career Center staff makes numerous on-campus presentations to promote their services. A total of 17 on-site recruitments took place. The 10th Annual Community Job Fair had 32 employers who participated and over 600 people attended the event. As a result of the job fair, many students were hired, and two employers signed contracts to participate in the On-the-Job Training program through the Workforce Investment Act. [12]

The One Stop has been collaborating with faculty and staff on a project to research employers' future hiring needs in the biotech industries. One of the project's focuses is to gather feedback from biotech companies that will help design appropriate curriculum for an entry-level biotech certification program.

EVALUATION

The Student Services Division offers quality programs and services to all students at the campus. Whether they are entering college or completing their goals, students benefit from the support services offered by the Division.

The CCSSE Survey shows that 63% of students polled found information about student support easy to obtain. In addition, 60% of those surveyed said they were able to get the academic and student support needed. While this shows the ease and satisfaction of student support services, 45% of students in the survey stated that they "had to run from one place to another to get the information or approval they needed". Evaluation of delivery of services by streamlining processes and minimizing redundant or unnecessary steps could positively impact student satisfaction. [13, 14]

Table 1-1

Institutional Survey	**Faculty**	**Classified Staff**
College of Alameda assures the quality of student support services by routine and systematic evaluation of each service unit.	Agree 38% Disagree 17% Don't Know 29%	Agree 26% Disagree 18% Don't Know 26%
College of Alameda also conducts special evaluations of select student support services to improve their use and interactions with instruction	Agree 38% Disagree 14% Don't Know 38%	Agree 28% Disagree 18% Don't Know 46%

Faculty and staff indicated in a recent Institutional Climate Survey their responses regarding quality and evaluation of student support services to improve interaction with instruction (Table 1-1). While 38% of faculty and 26% of classified staff polled agreed

that student services assure quality, it is apparent that better communication with both constituents should occur to address the 29% and 26% of faculty and staff who responded "Don't Know".

Development and evaluation of student learning outcomes should continue. In addition, it would be beneficial to survey students once they have received services from specific departments. This will allow for a better determination of program effectiveness and narrow future strategies to increase student success and satisfaction.

2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

DESCRIPTION

The College of Alameda Catalog [1] is published every two years. An addendum, the College of Alameda Catalog Supplement [16], is a summary of additions, deactivations, and changes that have been made in curriculum and policies affecting students since the last publication of the current Catalog. The Catalog as well as the Supplement can be purchased at the College bookstore or accessed online at http://alameda.peralta.edu. Outreach and Recruitment, Financial Aid, and EOPS may also distribute the Catalog at outreach presentations and orientation workshops. The Catalog can be reviewed in the College Library, Admissions and Records, DSPS, EOPS/CARE/ CalWORKs, Counseling Department, Office of the Vice President of Student Services, and the Student Activities Office.

a. General Information

The College Catalog [1] contains the official name, address, telephone numbers, and web site address of the college. It includes the college mission statement (p. 8); a description of courses, program and degree offerings (pp. 66-91); the academic calendar and program length (pps. 3-5); an academic freedom statement (p. 14); and information on availability of student financial aid (pp. 38-50). The Catalog also includes information about learning resources (pp. 51-63); the names and degrees of administrators and faculty (pp. 203-209); and the names of the PCCD Board of Trustees members (p. 1).

The College of Alameda Student Handbook includes information about the mission statement, college procedures and policies, student services, and contact information. In addition, the COA Schedule of Classes provides general information about the college.

b. Requirements

Admissions and residency policies and registration procedures (p. 36) can be found in the Catalog as well as information on student fees and other financial obligations (pp. 36-39). Also contained is information about degree, certificates, graduation, and transfer (pp. 10, 55, 69-80). Requirement information is found in the Student Handbook and the Schedule of Classes.

c. Major Policies Affecting Students

Academic regulations can be found in the Catalog (pp. 57-64), and the Nondiscrimination policy is included as well (pp. 12-13), along with information about acceptance of transfer credits (pp: 69-80), grievance and complaint procedures (pp. 22-

30), sexual harassment (pp. 12-13), and refund of fees (p. 38). Information about major policies affecting students can also be found in the Student Handbook and the Schedule of Classes.

d. Locations or publications where other policies may be found

The Student Handbook is revised annually in the spring semester and available to students at the beginning of the summer session at all Student Services departments. The Student Handbook is reviewed at new student orientations and departmental workshops.

The Schedule of Classes is produced each semester and distributed campus wide. It is also available online at the college website.

Specific vocational programs may distribute policy information regarding program application, requirements, and safety. Specialized programs, including DSPS and EOPS, may also dispense materials related to policies and requirements. Financial Aid distributes information pertaining to student responsibilities and requirements.

EVALUATION

The College Catalog contains all general information, requirements, policies and procedures that affect students; it presents this information in a clear and concise manner. Translations in diverse languages ensure that all students are aware of specific information necessary for student success.

Currently, the Vice President of Student Services is responsible for the student support services section of the catalog, and the Vice President of Instruction is responsible for the curriculum and instructional material. No committee has been assigned responsibility for the accuracy and review of the Catalog. Members of the Curriculum Committee, assigned staff from the Office of Instruction, and the Vice Presidents of Instruction and Student Services develop their specific sections of the Catalog.

3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

DESCRIPTION

The College of Alameda conducts research to determine the learning support needs of its student population. Unit plans, the program review process, the Institutional Climate Survey, and end-of-year reports provide information used to determine the responses to student needs. The other documents referenced here provide quantitative and qualitative information regarding the need for modifications in the services being offered.

Establishing budget priorities for Student Services is part of the college-wide process. Each Student Services unit is required to submit an annual Unit Plan with an Integrated Budget Plan. Upon receipt of the plans, the Vice President of Student Services presents each unit's proposed budget at the Student Services Council meeting; a consensus method is used to finalize the division's requests. The division's proposed request is then submitted to the President's Council as well as to the Budget Committee for review and comment. All budget requests are explicitly connected to the institution's mission

and outcomes.

a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

DESCRIPTION

College of Alameda's mission, vision, and values address the importance of providing access to-- and a welcoming environment for—students from diverse backgrounds. The Student Equity Plans of 1996 and 2005, the Equity for All Scorecard, the Title III planning grant, and other equity planning initiatives speak to the recognition that "equal" requires "engagement, and that engagement is only achieved through intensive marketing, outreach, and follow up efforts." [8, 11, 17, 18]

Access for distance students: In Spring 2008, PCCD instituted the technology-based PASSPORT Student Administration system to make it easier for students to enroll online. Prospective students can also utilize CCC-Apply, a statewide community college application system used by California community colleges. Online students can access Admissions and Records staff, general counselors, financial aid advisors, and instructional faculty via e-mail.

COA has an active Crisis Team designed to meet critical psychosocial needs of students on campus. On one occasion, the Team was asked to respond to the needs of an online student. A distance education instructor gave an email from an out-of-state student to members of the Crisis Team. The email indicated that the student was having suicidal thoughts. The Crisis Team managed to contact authorities who then went to the student's home to assure her safety. Contacts were made to provide the student with access to counselors in her area.

The EOPS/CARE counselors recognize that an increasing number of their students are enrolling in online courses. The EOPS/CARE counselors are exploring the confidentiality and technological issues associated with providing online counseling services to EOPS/CARE as well as CalWORKs students.

Students with English as a Second Language (ESL): College of Alameda has engaged in major planning processes with respect to equity and access for students by using the Student Equity Plan process and the Equity for All Scorecard project of 2006. These projects look at data on student access and emphasize institutional accountability. The Equity for All Scorecard looks at organizational change and provides a more long term, fundamental view of student access. The activities to support this goal include:

- Increasing bilingual signage on campus
- Inviting speakers for campus-wide presentations who are representative of target populations and who will educate not only the "new students" but also the continuing native born/ English speaking students, faculty and staff.
- Updating a bilingual resource list.
- Developing alliances with Latino, Afghani, African-American, Ethiopian, Asian, and other communities as well as disability related community agencies, the Chamber of Commerce and cultural centers to increase awareness of the value of higher education, retention in high school, and career goal setting.

Many of the student services units complement the language diversity that characterizes the student population by insuring that staff and students can communicate with our

ESL students in their first language. As of the 2006-2007 academic year, numerous COA staff members were multi-lingual. EOPS/CARE staff/student assistants spoke eight different languages. Admissions and Records staff/student assistants spoke four different languages, and staff/student assistants in the Financial Aid unit spoke at least five different languages. This language diversity is critical for students whose command of the English language is limited. These students are able to communicate with a COA employee and/or student assistant in their first languages, thereby gaining a better understanding of the documentation needed to gain access to, as well as eligibility for, services such as Financial Aid or acceptance into the college's EOPS/CARE and CalWORKs programs.

English/ESL tutorial services are provided in a drop-in, computer lab based setting.

Students with special needs:

- Outreach efforts sought to reach target audience through activities listed in Question 1 (above). In addition, the EOPS/CARE/CalWORKs Department makes weekly presentations at the CA Department of Corrections in hopes of encouraging paroles to enroll in one of the college's vocational programs. As of the 2008-2009 academic year, eleven parolees have enrolled in the CARE and/or EOPS programs and 8 have persisted.
- The DSPS program works with the college to ensure compliance with ADA (Americans with Disabilities Act) standards and to assure equitable access to instruction. DSPS assists students with disabilities by providing appropriate academic adjustments such as test accommodation, provision of specialized equipment (including computer-based modifications), classroom aides and scribes, and academic materials in alternate media.
- One DSPS counselor is available one day each week until 6PM. Additional funding is needed to fund a part time counselor who would meet with students in the evening after 6 PM.
- To accommodate students with disabilities who cannot come during regular office hours, counselors use phone appointments and handle paperwork by mail.
- DSPS students enrolled in evening or weekend classes receive the same services that daytime students receive. Counselors consult with the instructors to determine the best arrangement for test accommodations, especially during winter intersession.

Bridge programs: Through the acquisition of categorical funds and external grants, College of Alameda supports innovation, collaboration, and the use of pedagogical principles to turn research-based theory into practical applications.

One of the funded initiatives is SSPIRE, or "Transformative Learning Communities," a three-year grant that seeks to help at-risk freshmen successfully complete the first year of college. The students taking advantage of the SSPIRE Program are predominately African American and Hispanic. The Instructional and Student Supports Divisions plan to incorporate a service learning component by providing SSPIRE students with the opportunity to have on-the-job experience. It is hoped that by providing this, the value of their education will become evident. [8]

In Fall 2007, the evaluation of the COA SSPIRE Program was expanded to include an analysis of the current SSPIRE students' affective behaviors compared to those of SSPIRE students who dropped out of the program. Although another year of data analysis is needed to draw valid conclusions, thus far the data suggest that SSPIRE students who remain in the program are more successful in college than those who

withdraw from the program. The affective traits patterns of SSPIRE and non-SSPIRE students are not completely identifiable; however, with more students in the next assessment, other valid patterns may emerge.

GPA (Grade Point Average), an indicator of success, of current SSPIRE students is also higher than former SSPIRE students. Current SSPIRE students are more likely to pursue and succeed in English and mathematic courses than the former SSPIRE cohort. It is still too early to address how many students are obtaining degrees and/or transferring to four-year colleges or universities.

Another initiative is the Digital Bridge Academy. This project's goal is to prepare students for high-wage careers by developing leadership skills, self-confidence, and teaching them how to become successful college students. [8]

Life-long learning: COA has taken steps towards addressing the needs of the population that is 55+ years. For example, classes have been offered at the Mastic Senior Center; these have consisted of two courses per academic year. Impediments to this process center on standard enrollment procedures.

Cardinal Point, a continuing care retirement center located minutes from the campus at Mariner Square, has indicated that short-term specialized courses would be welcomed by the residents. Opportunities for elders to enroll in life enrichment and self improvement course would likely have positive results. Impediments to this process center on standard enrollment procedures. Using computerized enrollment methods and paying registration fees online may deter many seniors from entering into the system. [8]

EVALUATION

College of Alameda endeavors to meet the needs of all its students by providing specialized and effective programs.

b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

DESCRIPTION

The College of Alameda offers a range of activities and opportunities that encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development. Student Services addresses personal growth issues by providing activities, events, and workshops that cultivate personal responsibility and encourage participation and leadership in campus life.

Student clubs are organized and supported through Student Activities. Clubs are active when student interest warrants. Clubs are organized and maintained in accordance with established standards. Examples of clubs at COA active at various times from 2003 to 2008 are: Psychology Club, Psi Beta (psychology honor club), EOPS Club, Parent Advisory Club (in alliance with COA's Children's Center), COA Boosters, ROTARAC (in association with the Rotary civic organization), Business and Economics Club, Latino Unidos, Black Student Union, Anthropology Club, Medical Club, Muslim Students Association, Bible Study Club, COA Dance Club, Asian Student Union, Disabled Student Alliance, Fashion Innovator, Filipino Club ,and Gay/Straight Alliance.

The Instructional Division, Library, and Student Activities Office encourage aesthetic development. For example, the college library hosts the Annual Poetry Reading event. Readers include faculty, staff and students. Invitations are extended to community persons interested in participating by posting notices in the Alameda Public Library.

In an attempt to highlight the importance of personal responsibility and information competency, the college library sponsored three workshops on matters such as copyright issues, intellectual property, plagiarism, and fair use. The library also prepares study guides and prepares exhibits that support special events such as Constitution Day, Women History Month, and the various ethnic celebrations. Major policies pertaining to honesty, student grievances and complaint procedures are in the College Catalog [1] on pages 22-30, and 57-64 respectively.

Customized orientation workshops are sponsored by entities such as DSPS, Counseling, EOPS/CARE, and Financial Aid. Of special note is the CalWORKs unit, a sponsor of customized workshops intended to promote personal responsibility. For example, workshops sponsored during 2007-08 concerned financial literacy and credit repair, loss and grief, and specifically-named workshops, for example, Clean Slate (police records), Healthy Communities, and Stress Relief. The Health Services brochure advises students of their healthcare rights and responsibilities. The Crisis Team Handbook instructs student, faculty and staff in rights of students and rights of all campus constituents. The Health Services Coordinator regularly presents health care programming to ASCOA.

The Associated Students of the College of Alameda (ASCOA) is under the auspices of the Office of Student Activities. Involvement in student government allows the student to view and explore the College as a whole. Through active involvement, a better understanding of the overall process of education may be attained. ASCOA provides students with an organizational mechanism to develop and exhibit their leadership skills as well as assist in the improvement of the campus environment through changing and improving the existing services. Over the years ASCOA has been an active participant in promoting the interests of community college students among legislators in Sacramento. In addition, several ASCOA officers have been invited by members of the PCCD Board of Trustees to travel to Washington, D.C. to meet with their congressional representatives to accentuate the importance of community colleges, and to attend special events sponsored by the Congressional Black Caucus.

Leadership opportunities are provided to students who are selected to serve as Student Ambassadors. These student leaders are required to have a 3.25 GPA or higher and a demonstrated leadership abilities. The Ambassadors represent College of Alameda and the Peralta Community College District at college fairs, high school recruitment visits, community events, the commencement ceremony, and numerous other school related activities.

The Phi Theta Kappa international honor society for two-year college students is established on campus and promotes scholarship, service, and community leadership. The COA chapter, Alpha Chi Alpha, was chartered in June 1992. Chapter members participate in campus and community projects. During the spring semester, two of members travelled to Sacramento to attend the Phi Theta Kappa event honoring California community college's All-California Community College Academic Teams. College of Alameda officials took special pride, as two of its honor students were the sole representatives from the Peralta Community Colleges who were selected to be on the California State All American Academic Team.

EVALUATION

Various opportunities are provided at College of Alameda for students to develop civic and personal responsibility. It is suggested elsewhere in this document that a class be developed to encourage participation in civic and leadership positions.

c. The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

DESCRIPTION

The Student Services Division provides counseling to all students to support their development and success. The Counseling Department offers a wide range of professional services that include: educational planning for degrees, occupational certificates, and transfer to four-year institutions; evaluation of transcripts for graduation and transfer; career counseling and vocational test interpretation; personnel counseling and referral to off-campus services. In addition to general counselors, students can also meet with an EOPS, DSPS, or One-Stop Career counselor to obtain specialized services.

At present, there are five full-time general counselors (one counselor has 0.5 FTE Transfer Center, another has 0.5 FTE Matriculation); all are tenured. There are 8-10 adjunct counseling faculty who also provide services to students. Beginning Spring 2008, evaluations for part-time counselors began and are scheduled for completion in Fall 2008. Given the large population of matriculating students, and the exempt students who also receive counseling services, demand for counselors is extremely high. Counselors also serve on a variety of campus committees that are critical in promoting shared governance as well as in promoting collaboration on issues that address all students. Examples of these committees are: Academic Senate, Curriculum, Basic Skills Initiative, SSPIRE, Student Equity, and Tenure Review.

Counselors attend staff development workshops and conferences throughout the year to ensure that they have the most current information regarding student transfer, career and life-planning, and academic support. Joint counselor meetings are held once a month and include general counselors as well as DSPS and EOPS counselors.

District-wide, counselors address students on probation and dismissal. An All-Counselors Workshop was held at College of Alameda to discuss and implement procedures targeting probation/dismissal students.

The CCSSE Survey [13] shows that 80% of students polled said that academic advising/planning was important, and 59% indicated that they were satisfied with the services provided by the College. Interestingly, 44% stated that they had either completed or intended to complete college orientation, but 55% of students said that they did not nor intended to complete orientation. It would be helpful to research whether the students included in the poll were matriculating or exempt since all matriculating students are required to participate in orientation. Given that COA has such a large population of matriculating students, the orientation program would benefit from further data analysis of implementation and completion of services provided.

Other innovations include the orientation program for matriculating students, which were revamped in Fall 2005. Originally, orientation for new students consisted of an

hour-presentation by counselors. Due to the amount of information needed to adequately prepare students for college life, it was determined that more time was necessary. Therefore, all new and returning students were strongly recommended to enroll in counseling 200A: Orientation to College for 0.5 units, CR/NC grade. One of the course requirements included attendance at Super Saturday Student Conference. The Conference allowed students to participate in workshops of their choice, with topics covering Academic Success, Transferring, Certificates and Associate Degrees, Choosing a Major, and Student Health. Of the past 8 semesters that the Conference has been conducted, the Fall 2008 Conference had the highest number of students in attendance. This was due to collaborative efforts of the Counseling Department, EOPS, Financial Aid, Health Services, and the One-Stop Career Center. Ninety students participated in a conference that included workshops, networking with other students, and interacting with student services faculty and staff.

After the district-wide implementation of PASSPORT (the computerized enrollment management system) in Spring 2008, counselors participated in training for the new system. Both full-time and adjunct counselors attended. Some failures of the new system strongly affected counseling areas. Because some of these failures still persist, it became clear that collaboration between the District and counselors must occur to ensure that students are served in a consistent and timely manner.

To better serve students and to increase data maintenance, the Counseling, EOPS/CARE/CalWORKs, and DSPS Departments implemented use of the SARS-GRID software package. This new computer software enables counselors to better schedule appointments and to decrease student no-shows through an automated appointment reminder system. Eventually, the software will allow counselors to make assessment appointments directly through SARS rather than having students physically go to the Assessment Office to make the appointment.

Building A is currently under renovation; upon its completion, a One-Stop Student Services Center will be available, enabling students to receive counseling services in one location.

EVALUATION

The Student Services Division provides counseling to all students to support their development and success. The Counseling Department offers a wide range of professional services which include educational planning for degrees, occupational certificates, and transfer to four-year institutions; evaluation of transcripts for graduation and transfer; career counseling and vocational test interpretation; personal counseling and referral to off-campus services. In addition to general counselors, students can also meet with an EOPS, DSPS, career counselor in the One Stop Career Center, or with a CalWORKs counselor to obtain specialized services.

All Counselors employed by the college must have a Master's degree in counseling, with specialized coursework required for those working with students with disabilities and/or students served by EOPS. All counselors have full faculty status, including participation in the Academic Senate and the faculty union. All counselors have access to, and are encouraged to attend, statewide and national conferences on the subjects of counseling and advising. District planed staff development opportunities are available to counselors. All fulltime and part-time counselors are evaluated in accordance with the Board policy 3.30. [20] All full time counselors are tenured through the four year tenure process required by Board policy 3.0.

In recognition of the unique contributions they make to support student development and success, counselors are encouraged to participate in the Academic Senate, shared governance committees, and standing committees of the college such as the Curriculum committee, Financial Aid advisory committee, and the Student Success Initiative. Counselors are also encouraged to participate in district wide and college planning committees and to function as club and organizational advisors.

d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

DESCRIPTION

The college sees itself as "…a diverse, supportive, empowering learning community for seekers of knowledge. It is committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world." [21]

The COA Educational Master Plan [8] finds that:

> Large-scale demographic changes and social movements within the last 40 years have radically changed the postsecondary institutional environment, particularly that of the community college. This country's emphasis on access to greater postsecondary educational opportunities has paved the way for minority students to enroll in large numbers in institutions of higher education. As a result, the face of higher education has changed and now sports a more diverse hue. College of Alameda is no exception to the changes, and it is an institution characterized by its diversity. Students who enroll at College of Alameda are a reflection of the large, urban metropolis in which the college is located.
>
> During the fall 2007 semester, COA had a highly diverse student population with 34% Asian, 24% African American, 15% White, and 14% Latino students. An analysis of the college profile reveals that 61% of the student population is under the age of 25 years while 70% of the faculty are over the age of 51, and 37% of those are 61years or older.
>
> Students at COA tend to be 29 years or less, predominantly female, and predominantly Asian or African American (Tables 2, 4 & 5). Specifically, the number of 16 to 18 year olds has been increasing while the number of 19-24 year olds has been decreasing (Tables 2 and 5).

The celebration of campus diversity is a cornerstone of Student Activities. [10] Representative cultures on campus are celebrated routinely. Multicultural programming includes (at various times): Latino Heritage Month; Jewish Heritage Month; Black History Month; Women's History Month; Asian Pacific Islander Heritage Month; Near Eastern Heritage Month; Lesbian/Gay/ Bisexual/Transgender Heritage Month; German-American Month; Polish-American Month; Italian-American Month; and Arab-American Month. Celebrations for events such as Ramadan, Cinco de Mayo, and Disability Day are regularly held. In addition, Student Activities supports and assists with other programs, including health-related programs (Health Fair, Sexual Assault Awareness, and Diabetes Month); personal growth and development workshops (personal finances, overcoming personal obstacles, and building self-esteem); and campus programs such as the

Welcome Back Bash) and DNA testing workshops.

In order to serve students more effectively, the following mission statement has been adopted by all DSPS staff: [22]

- Opportunity: To ensure equal educational opportunities to students with disabilities who have the potential for achieving academic and vocational goals consistent with a community college program.
- Empowerment: To empower students with disabilities to achieve independence and integration leading to maximum participation in the college and the community.
- Awareness: To provide information and support to College of Alameda employees and students in carrying out the institution's responsibility to students with disabilities. The college makes a significant effort to serve students with learning differences and special needs.

The DSPS Department serves students with acquired physical, cognitive, and psychological disabilities. From 2001-07, DSPS offered a specialized program for students with brain injuries through collaboration with the Services for Brain Injury (SBI) program, funded by a grant from the Department of Rehabilitation. In Fall 2007, the SBI program moved to a site at the Berkeley Adult School.

Instructional areas in DSPS are comprehensive, with instruction geared toward students with learning disabilities, developmental disability, and acquired brain injury.

The Acquired Brain Injury program at COA has an outstanding reputation because of the instructor's skill and background and because of the success stories of students. Classes for developmentally delayed learners are always full and are taught by instructors with many years of experience and advanced educational backgrounds. [22]

The District's Nondiscrimination and Sexual Harassment Policy is stated on page 12 of the COA Catalog 2007-2009. [1] On this same page, the Peralta Community College District Discrimination Complaint Procedures is available. Page 13 of the catalog, "Sexual, Racial, and Disability Harassment and Discrimination" is defined. Given the diversity of our population-- and the importance of the nondiscrimination and sexual harassment issues-- the District's policies, and the detailed explanation pertaining to complaint and grievance procedures, are provided in Chinese, Vietnamese as well as Spanish. (DSPS February 2008 Unit Plan). [12]

EVALUATION

In April 2007 the Community College Survey of Student Engagement (CCSSE) was administered in selected classes. [13] The survey contained two questions that specifically addressed the issue of diversity.

- **"How much does this college emphasize each of the following? Encouraging contact among students from different economic, social and racial or ethnic backgrounds"** A majority responded "very much" or "quite a bit."
- **"In your experiences at this college during the current school year, about how often have you done each of the following? Had serious conversations with students with a different race or ethnicity other than your own".** A majority of the respondents indicated "very often" or "often."

e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

DESCRIPTION

The College assesses students for placement in math, English as a Second Language, and English classes. Assessment instruments with clearly defined multiple measures are used to determine appropriate placement for students. Placement procedures are in accordance with district Board Policy on Matriculation and as outlined in the Assessment Handbook. [23] All colleges in the Peralta Community College District use the same placement instruments; this allows allow students to move freely from one college to the next without the necessity of being retested.

EVALUATION

All assessment instruments used to recommend placement into English, ESL, and mathematics courses are approved by the California Community College State Chancellor's Office. Validation of instruments was last conducted in 2005 by the District Office of Institutional Research. At present, the college is participating in a research study, funded by the Basic Skills Initiative, which examines assessment and placement practices and related student success and retention rates. The college ESL faculty is in the planning process for a pilot project of COMPASS ESL. Once the pilot is completed, ESL faculty district wide will determine if COMPASS ESL will be instituted at all the campus.

f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

DESCRIPTION

The college adheres both to the provision of the Education Code and Family Education Rights and Privacy Act (FERPA) regarding access and confidentiality of student records and to PCCD Board policy on confidentiality. The college and district policy is on page 34 of the current Catalog. [1]

The implementation of PASSPORT (PeopleSoft Student Administration System) has provided the opportunity for students to access their own records. Records can also be accessed by staff and faculty with special permission, when needed. Students can access their information only if they have a student number assigned by the PASSPORT system; social security numbers are not used to access this system, except for purposes of providing financial aid.

Electronic student records are stored in the mainframe (or legacy system) and secure servers at the district office of Information Technology (see IIB, question 1); all prior data has been converted to the new system but will also remain in the mainframe for three years.

Paper records are kept at the college for a semester, after which they are sent to the district office of Admissions and Records for permanent filing. Official paper education records are permanently secured by the District's Office of Admission and Records. Paper records prior to 2000 are stored by a private data storage organization.

To access their education records at the District or college Admissions and Records facility, students must provide an identification number and a government issued picture ID.

Paper and electronic files and documents concerning financial aid are only accessible to Financial Aid staff. The Regent software system that is integrated with PeopleSoft to deliver financial aid requires its own security code for access.

The Financial Aid office, DSPS and Health Services use a high standard to preserve the confidentiality and security of records. No information about the nature of a student's disability or participation in the DSPS program is released to anyone without the written consent of the student. Confidential records are not integrated with other campus systems and notes kept by DSPS counselors on SARS cannot be viewed by non-DSPS Counselors. The written policies and procedures of Health Services are in compliance with the Health Information Portability and Accountability Act (HIPAA) regulations. Confidential health records are not integrated with other campus systems.

EVALUATION

Because Fall of 2008 was the first full semester using the new PASSPORT system, there are still paper-based processes. It is hoped that the move to a complete computer-based system will eliminate future storage issues. Storage of old files on CD ROM should be funded.

4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTION

Assessment of the Student Services Division is conducted through a variety of evaluations, including student learning outcomes and program reviews as well as unit and integrated budget plans. Student learning outcomes (SLOs) have been developed by 80% of the departments. Most departments are now addressing implementation and evaluation of SLOs. Program reviews have been completed by 69% of the student services departments. Since 2004, various student-learning outcomes were assessed, with successful learning demonstrated. [24]

The quality of these programs is also assessed and analyzed by the use of campus climate surveys [13] and by reviewing persistence and retention rates. [10] The Office of Research and Institutional Development (ORID) and the campus-based Researcher and Planning Officer conduct Institutional Climate Surveys on a two year cycle to measure institutional effectiveness of programs and services. The Research Office also coordinates the development of the *COA Fact Book.* The *COA Fact Book* summarizes campus-wide data and directly relates it to serving students. Student enrollment, course retention and completion, demographics, faculty and staff, facilities and budget, and program planning data are surveyed regularly and trend data are followed.

The following evaluation tools have been used:

Generalized Student Satisfaction Surveys:

- In spring of 2005, a random telephone survey was conducted by interested faculty members with research assistance to investigate the reasons for dropping enrollment [25]
- Quality of Student Services programs is currently assessed and analyzed via campus climate surveys [15]
- Persistence and retention rates [10]
- Community College Student Engagement Survey [13]

Program Reviews and Unit Plans

- Program Review is initiated on a district-wide basis from the Office of Educational Services. New criteria for the content of programs reviews for Student Services were introduced in Fall 2006. Eleven out of 16 COA Student Services Departments completed program reviews since the last accreditation in 2003. [12]
- All Student Services departments are required to write yearly unit plans with integrated budget planning. Currently, 14 out of 16 Student Services Departments have completed Unit Plans. [12]
- Tracking of departmental achievements and needs has traditionally been complied through the use of Year End Reports. [26]

Non-Instructional Student Learning Outcomes

In 2005-2006, Student Services Departments began constructing student learning outcomes. Introduction and training was provided, and one-on–one conferences were held. Capturing outcome data presented challenges, but most departments were able to start the process. Currently, some departments are in their third year of working with student learning outcomes, and they are continuing to refine their processes.

Student Services departments now have the opportunity to start to work in concert with instructional programs and to develop consistency in analyzing methods and in reporting.

Each year, all instructional and student service units will be updated based on an assessment of issues and completion of prior year initiatives. This will form the foundation of an integrated planning and budgeting process. Annual updates are also needed to provide continuity to multi-year improvement efforts, especially where emerging programs are being piloted or watch programs are being revitalized. [8]

Specialized Departmental Surveys

- EOPS/CARE plans to conduct yearly internal evaluations. During 2007-2008, a survey was conducted, but staff felt that the questions asked failed to elicit accurate information. Another survey is planned for 2008-2009.
- DSPS serves relatively more African American students and significantly fewer Asian students than their proportion in the college population. Based on that data, DSPS wrote an SLO to identify possible reasons for under representation of Asian American students, including the issue of cultural attitude toward disability and ESL issues. The goal is to devise strategies to reach out to all eligible students.
- In Spring 2003, Health Services conducted a needs assessment survey to determine the direction of Health Services. [12] Results were used to drive an initial structuring of services. In 2007-2008, an initial college wide assessment of drug and alcohol use was conducted, an education program was introduced college-wide, and a follow-up survey was completed (REF Drug and Alcohol survey results. [27]

- A quality survey was administered in Financial Aid in the fall of 2007 and revealed positive feedback. Findings showed that 54.6% of students were familiar with the eligibility requirements necessary for financial aid, and 58.2% indicated that they could not have reached their educational goals without the assistance of financial aid. [28]

Mandated Audits

- In March 2007, Matriculation, EOPS/CARE, Cal WORKS and DSPS conducted a lengthy Self Study. [29]
- The Veteran's Program was last audited by the state In June 2008. [30]
- To insure quality, Vavrinek, Trine, Day & Co., LLP conducted an internal audit of Financial Aid for the 2007/2008 academic year. At various times, seven different auditing companies have completed successful audits of financial aid.
- The Categorical Programs Self Evaluation and Program Review process in Spring 2007 showed some positive patterns of student success and also provided an opportunity to focus on problem areas. [31] For example:
    - DSPS students consistently have higher persistence rates than the total number of students registered in the college as a whole: in 2003-2004, 69% of DSPS students persisted as compared to 54% college-wide; in 2004-2005, 63% persisted as compared to 51%; in 2005-2006, 62% persisted as compared to 48%.
    - DSPS students' completion of degree applicable courses is comparable to the college rates. Enrollment rates in English and math classes are considerably higher than the college and successful completion of English and math courses is comparable to the college. In addition, DSPS students earn degrees and certificates at rates consistently higher than the college.
    - During the Fall 2007 semester, 297 students met with an EOPS counselor the required 3 times; 131students met at least twice; 18 students met at least once; and 192 students never followed through to meet with a counselor after receiving book vouchers. A review of the Spring 2008 compliance data indicates that 331 students met with an EOPS/CARE counselor the required 3 times; 197 students met with a counselor at least twice; 41 students met at least once; and 67 students failed to meet with an EOPS/CARE students after receiving book vouchers.

Anecdotal Findings and Other Measures

- Student Services has consistently met on a bi-monthly basis to report, discuss and analyze problems affecting COA students. This bi-monthly meeting serves to support collegiality and to promote intra-departmental cooperation. [32]

EVALUATION

Learning outcomes for Student Services departments are currently in the developmental phase, although it is irregular across the Student Services Division. Some departments are ready to start performing item analysis after assessment of outcomes, with subsequent revision and improvement of programs. This process needs to be communicated and applied routinely throughout the Division. Student Services needs to work closely with SLOAC (Student Learning Outcomes Assessment Committee) regarding consistency in formatting and reporting. Results of assessment should be shared and used for improvement and further alignment of practices.

The use of research for institutional planning must be funded routinely and incorporated into practice. Survey results are currently analyzed within individual departments, but

actions that promote sharing and group solutions need to be undertaken. Student Services is in the beginning stages of using statistical research-based evidence for change and improvement.

Most Student Services program reviews, unit plans, integrated budgets, and SLO's have been completed in a timely manner. However, two points remain unclear: how these assessments are incorporated into the college's planning processes; and the extent to which programs are basing decisions upon their stated plans. As resource allocation and program planning is implemented college-wide, the college's and department's processes for planning and budgeting needs to be clearer.

It is uncertain how traditional student achievement outcomes, such as GPA, course success, or degree attainment, are impacted by participation in some student services. It is difficult to create a reliable cause and effect relationship between occasional visits to counselors or participation in a single workshop, and a higher GPA or a shorter amount of time spent to earn a degree. In the case of special programs, such as EOPS/CARE and DSPS, where substantial, ongoing involvement with counselors is mandated, it is easier to assess the relationship between the services offered and the student learning achieved.

In Fall 2007, the college introduced SARS, a web-based student scheduling and tracking system that easily provides reports on student usage of counseling. In addition, the COA Counseling Services has begun the process of computerizing student Education Plans. Once these methods are fully implemented, counselors will be able to respond quickly and knowledgeably to student requests for assistance. Analyses of the records that document these communications may, in turn, make it easier to examine the relationship between utilization of student services and student learning outcomes.

Despite the constraints mentioned here, most student services programs have assessed the effect of their programs on student outcomes. When appropriate, the COA Research and Planning Officer will continue to provide technical assistance in the development and implementation of each student service unit's survey instruments. In addition, the COA Research and Planning Officer will continue to provide data pertaining to student enrollment, success, and degree attainment. This information provides broad statistical measures (i.e. persistence and retention statistics) for many student services programs that do not individually tract statistical data.

Some examples of changes made to support continuing students are:

- The survey "Why They Left": 85% of the sample identified in this survey left COA because there was some type of dissatisfaction with courses; 12.3 % of the sample group cited location ("we aren't near [public transportation"]) [25] as a reason for not returning. Changes were introduced so students would be able to find affordable transportation. Since transportation was a problem district-wide, a contract with local bus services providing cheaper rates for full- time students was initiated. Beginning in Fall 2008, full-time PCCD students can purchase a subsidized bus pass for $50 per semester, or $35 for low-income students.

- A "Student Health Fee Survey" was conducted in 2002 to discover students' attitudes about paying an additional fee for extended campus health services. The data analysis was completed in October 2004. [33] Subsequently, Health Service Coordinators on three campuses were asked to complete program reviews and make recommendations regarding the institution of a health fee for students. In summer

2007, a district-wide consultant was hired to investigate feasibility, and the Student Services Committee, a PCCD Board subcommittee, began to examine the issue. The decision was made to re-survey students in Fall 2008 so additional funding streams could be identified to complement a student-paid fee. It is hoped that there will be some resolution regarding health fees for students in the near future.

- The Athletics Department uses persistence and retention data to support student athletes. For athletes considered at risk, an intensive program to support them is under development. This program involves the services of a specialized academic counselor who assists student athletes with completion of an academic planner. Constant supervision is provided to evaluate grades, to insure class attendance, and to make certain that the students have sufficient academic units to qualify to engage in the sports program. Student are monitored as they move from an "at risk" category (no career plans, not sure about employment, limited knowledge of resources, etc.) to a "thriving" category (employed, preparing to graduate, college costs addressed, preparing to transfer to a four-year institution, etc.). [34]

- Health Services conducted a college-wide pre-test in Fall 2007 to determine alcohol and drug usage among students, using the CORE Survey from Southern Illinois University. In compliance with the Drug and Alcohol Education Act of 1989, an alcohol education program was put into place. The goal was to evaluate changes from pre-to post-test and reconfigure the educational program to improve learning among students. A post-test was completed in spring 2008. The results of the post-test need to be analyzed to determine if there were any significant changes due to the education program. [27]

- Student Activities examined Student Climate Survey data [13] regarding student participation in college-sponsored activities. The results indicated that 78.4% of students did not participate. Of the students surveyed, data analysis suggested that there is greater participation in co-curricular activities by full-time students in comparison to part-time students. Student Activities plans to launch a massive campus-wide campaign to increase awareness of and participation in student activities by developing new marketing tools promoting student governance and club organizations.

- Persistence and retention statistics [10] reveal that veterans utilizing Veteran's Services at College of Alameda have an 18% higher retention rate, an 8% higher persistence rate, and a 9% higher completion rate than the non -veteran population. The future goals and methods of assessment of the program, including student learning outcomes, focus on continued monitoring student success indicators. A pre- and post test will be developed to assess the student learning outcomes.

PLANS OF ACTION

Communication: The Student Services Division has the following needs for improved communication:

- Develop communication methods and signage that are culturally sensitive and that serve all constituents, with attention to non-English languages.
- Maintain and expand presentations from speakers from other agencies to support students in the activities of daily living.
- Plan and develop a protocol so that information flows in a systemic and sustainable manner from unit plans, program reviews and evidenced-based practices to Student Services Council, to the BSI/SSI Committee, and to College Council, to form a basis for holistic planning within the department and the college and to contribute to institutional effectiveness.
- Improve awareness of the College Supplement to assure accurate and consistent communication of information.
- Improve communication among Student Services Division departments as well as with faculty and staff.
- The COA Student Handbook, currently distributed in hardcopy, should be put online.

Evidenced-based practice:

- Develop and maintain the use of accurate and well-planned research to augment and sustain evidence-based planning for programs and services, including budgeting for necessary research.
- Collaborate with the Student Learning Outcomes Assessment Committee (SLOAC) to continue developing and refining student learning outcomes.
- The District Office of Institutional Research should coordinate with the matriculation committee to guide the review process.

Processes that provide clarity, consistency, transparency and accountability:

- The responsibility for development and review of the Catalog needs to be officially designated.

Limited resources: The Student Services Division finds a need for human and physical resources. These requests are delineated in the Educational Master Plan and unit plans. These requests should be filled as resources allow. Some examples of current requests are:

- FTE Articulation Officer
- Counselors,
- Payment for instructors to review assessment cut-off scores in English, Math, and ESL.
- General outreach position (COA Education Master Plan, p. 15)
- Dedicated Assessment Lab

Hegemony of District: The new PASSPORT system needs to be responsive to the needs of the end-users. There should be an on-going cycle of evaluation and improvement.

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Standard IIC

Library and Learning Resources

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

1. ***The institution supports the quality of its instructional programs by providing the library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.***

As suggested by the college's action priorities, the Library and Learning Resources Center (LRC) strives to provide "vital learning support services, programs, and materials that help students, individually and in groups, to learn and improve the skills necessary for student success." (College of Alameda Institutional Action Priorities) In light of that goal, the library emphasizes a comprehensive learning-centered approach to programs and services that appropriately reflect our diverse campus community. Librarians and staff also strive to provide instructional opportunities that reflect this wide range of student needs from basic skills to critical thinking and information literacy competencies. This strategy directly supports the college-identified foundational skill, to "demonstrate information competency." [1] By these means, the library helps prepare all COA faculty, staff, and students to achieve their academic, career, and life-long learning goals. [2, 3]

This self-study will demonstrate that, while the institution has made significant progress since the last self-study and progress report, problems continue to limit the inclusion of library and LRC services and programs in overall institutional planning at the college and district levels, including issues related to funding support.

Librarians and library staff have made progress in collecting and assessing services and collections, using learning outcomes, college surveys, and other library systems data collections. Some of this information has been successfully integrated into institutional processes, but significant aspects of established policies and procedures still impinge on full partnership with other college and district programs and services. [4] While it should be acknowledged that librarians and library staff have gained a greater voice in the campus community, due to greater transparency in institutional practices and processes, full inclusion of library programs and services in institutional planning and especially in documents that reflect this planning on the college and district level, remains problematic.

a. ***Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.***

DESCRIPTION: LIBRARY

The college library plays a crucial role in facilitating "student learning and goal attainment by utilizing outstanding student support services, developmental education and foundation skills." [5] The Library occupies the first floor of the LRC Building. Under the direction of the head librarian, the library provides resources and services for both print (open stack) and digital/online collections. The library provides study space and seating for approximately 200 students and four study rooms with additional seating for 28 to 30 students in groups. The library does not own a Multimedia Collection but maintains two workstations on the second floor for student use of audio-visual/multi-media reserves.

The Library provides twelve library research workstations. Two additional workstations reserved for student with disabilities have been installed with specialized software provided by DSPS services to support access for students with disabilities. Each workstation has network/internet access to all library resources for research, including the online catalog (shared collections of all four district libraries), online databases and recommended Internet resources, and library study guides, and policies. The library also has wireless Internet access, allowing many students to bring their own laptop computers for use in the library.

The library has an "open classroom" adjacent to the library research workstations. The area will hold a class of 30-40 students and is equipped with a portable white board, an electric roll-down screen, multimedia projector, and an instructor's podium with a laptop computer. This set up allows for holding a variety of instructional classes including one-time orientations, a series of three progressive workshops in information literacy, and library sponsored events, such as the annual college creative writing presentation. The library maintains two "open" displays of print resources available that reflect the monthly or seasonal theme of the display. The displays have successfully increased readership of the circulating books.

The College of Alameda Library's collection contains approximately 34,354 print titles. The Library's collections also include: periodicals (45 current subscriptions, including 4 newspapers); 18 electronic databases subscriptions; Internet access; and microfilm (3,254 archived reels, one current subscription), one text magnifier (Optelec, Clearview 500); and one microfilm reader (Minolta, MS6000). The subscription databases, and other online resources, support the curricular needs of students enrolled in both on-campus and distance education classes. The library has a proxy server for remote access and shares a district-wide web server, and a primary server for the Siris/Dynix integrated catalog, with all district libraries. The library and LRC share a printer server (GoPrint) that services printing for the library and labs.

Ongoing development of the Library's collections reflects the college's curricular (academic and vocational) needs as well as special book collections, including Textbook and Pamphlets Reserves, and a new ESL/Easy Reading collection. A new focus for collections will be on developing a basic skills collection to support the college's new emphasis on this level of learning. The vertical file was dismantled in 2006. The library also houses an uncataloged archive.

Library staffing includes 3.0 full-time librarians and .67 FTE hourly, adjunct librarians. Library technical staff includes 5.0 full time classified Library technicians (Principle Technician, Senior Library Tech/Circulation, Senior Library Tech/Periodicals, Library Tech II/Reserves & Evening Tech, Library Tech II/Technical Processing/Cataloging), for a total of 8.67 FTE library staff and faculty. [6] The library does not receive funding for student assistants to help provide critical library functions, relying instead on students receiving

work-study grants. Historically, the library has been open 61 hours a week (12 hours a day (M-Thurs.), 9 hours on Fri., and 5 hours on Sat.), spanning 35 weeks of the regular academic year (Aug-May), or 2135 annual open hours. In fall 2008, due to budget cuts, the library reduced its hours by closing on Saturdays and therefore reducing the weekly hours to 58 hours per week. For intersession, the library is usually open only 4 hours a day. During summer sessions the library is usually open for 8 hours daily. There are no weekend or evening open hours for intersessions or summer. [6]

Full-time (contract) library faculty is scheduled between 7:45am and 5pm (M-F). For 37 of the 58 open hours, the three full-time library faculty members staff the reference desk, with the remaining hours being covered by hourly adjunct librarians. Adjunct Librarians provide reference and instruction primarily for evening hours, Saturdays, intersessions, and summers; also, they act as on-call substitutes for regular staff absences.

Audio-Visual

Audio-Visual Services and personnel, currently consisting of one full time classified audio-visual specialist, and one unfilled part-time position, report directly to the Office of Instruction and the President. Currently, these administrators set the agenda and goals, organize project, and develop funding campus-wide for Audio Visual services and resources. Both AV and the library fall under the budget of the Office of Instruction.

The Principal Library Technician and the Office of Instruction share responsibility for monitoring the AV budget and accounts. The AV Collection consists of about 1,000 uncataloged, instructor-owned titles, primarily videocassettes, audio recordings, and older analog recordings held on reserve. Due to staffing and budgeting constraints, the collection has not been cataloged, nor has it been integrated into Horizon, the college's online catalog.

Until fall 2007, AV and the library maintained six AV viewing-listening stations. However, with the renovation of the "L" building, and the replacement furniture on order under Measure A bond funds, the carrels were dismantled and two small tables on which AV staff installed two individual PCs were installed. New wired carrels have been ordered along with the new library furniture order. As reflected in unit plans, program reviews, and past Educational Master Plans, the library has proposed expanded Library/AV services into a fully functioning circulating service. [6,7]

EVALUATION: LIBRARY

Collections

The collection is regularly analyzed by college librarians to track the size, age, and relevance to curricular needs of the college. Librarians use various methods including: catalog system reports, monitoring of reference desk requests and statistics, book requests from faculty and students, and participation in curriculum committee review of new course outlines. Librarians also select books using a variety of methods, including soliciting recommendation from instructional faculty and researching professional resources such as *Choice* magazine and online and print subject bibliographies. As the collection has not been formally weeded for many years, librarians initiated a formalized weeding project in 2007. As part of this project, librarians invite faculty participation in the de-selection process by reviewing materials and recommending new acquisitions. As demonstrated in Appendix N of the Library Program Review, 2005, Library print collections fall far short of minimum ACRL or Title V standards in both size (1,000 to 2,900 students) and age (85% of items 25 years old). [6] The College of Alameda

Library's book collection (34,354 print titles) falls short of ACRL's recommendation of 40,000 titles. The periodicals collections are alarmingly deficient due to budget cuts in 2003 resulting in the loss of 144 subscriptions (31 remaining). ACRL standards recommend 300 current periodical subscriptions. Since 2005, funding has been made available for an increase to 45 (2007 COA College Library 5-Year Historical Statistics Report). Having only one microfilm subscription, and no multimedia collection, the library does not meet ACRL standards for microfilm subscriptions (400) or video/film, multimedia items (400). [6]

The inadequacy of the library collection has been voiced by faculty and students. Only 56 percent of faculty find the library's collection adequate for their students' needs. [8] Only of students strongly agree/agree that the library has enough materials for their assignments (38% -- periodicals, 45% --books). [18]. The library has never received funding for a multi-media collection, and currently maintains only a limited faculty media reserve. A preliminary study has been done concerning the establishment of a Listening Viewing Center to house a new library owned multi-media collection, and to formalize AV circulation services for instructor-owned materials on reserve.

Budget

Budgets for the Library and the Audio-Visual services remain insufficient to support academic and vocation programs for the college community and curriculum. Between 2003 and 2006, the library's operating budget was cut 35%. This was a result of major funding shortfalls throughout the district that also resulted in the elimination of the Arts and Letters Instructional Dean. To supplement these shortfalls, the college has relied on "soft money" and state categorical funds for standard operations and annual accounts. [4, 6]

By the implementation of an integrated planning and budgeting process, the college is positively responding to the recommendation of the 2003 accreditation evaluation team. That recommendation stated, "the budget process and organizational structure as it relates to the ability of the Library and learning resources center to advocate for funds in a unified manner, to develop a single list of priorities and to manage and share resources should be reviewed" [9]. As a result of the new budget and planning process, the library has received additional support and a greater voice in the campus community. Annual funding from the district's recent Measure A bond for a general upgrade of library collections resulted in a funding increase of 76% for new books. It was estimated in the 2003 program review, however, that costs to upgrade library collections using a 10 year cycle of currency would be in the range of $1,627,200.00 over ten years. Some of these costs would include local funds to supplements state allocated TTIP funds for electronic resources, including subscription databases and e-books [6]. District libraries are investigating the purchase of eBook collections for all PCCD libraries. For the 2007-08 academic year, the library did received $70,000. In 2006-07 only $21,654 was allocated, but from 2004-2006, due to one time grants from the Chancellor, the library received $54,500 for collections improvement. Sustained and substantial funding and staffing support is needed, as is a plan to provide resources for emerging digital and streaming formats. [4]

The library submits detailed annual unit plans and budget planning proposals for maintenance of effort services. However, due to budget issues at the state level, maintenance of effort budgets have been the trend for most departments on campus. Because of the massive cut to the Library in 2003, it has been difficult to determine "maintenance of effort"; consequently, no definitive baseline budget has been established. This determination is made at the time funding is received from the district,

which varies from year to year depending on the state legislature. This policy has resulted in difficulty in planning for accounts payable for library contracts and subscriptions. Also, this policy has resulted in costly penalties charged to the library along with threats to cancel vital resources and services such as CCLC and Ebsco. For the 2007-08 academic years, the library-operating budget has been supported over 90% by state categorical funds and Measure A. [7] Since implementation of this process and inclusion of the head librarian in the newly formed department chairs meetings, the library has a more regular process to advocate for funding. However, like other resources on campus. the Library continues to receive insufficient funds for adequate support of current level and expansion of its instructional programs and services. Realizing that the college must take a balanced approach to a reduction in funds, it means that the library almost totally relies on TTIP funds to pay for online databases.

Staffing

The college does not meet staffing standards for either ACRL or Title V recommendations. [6] The Academic Colleges Research Library Section of the American Library Association is responsible for academic and profession standards of the library profession. Currently, COA Library has 8.67 FTE staff and faculty. According to ACRL standards for college libraries, the library should have a minimum staff and faculty totaling 10 FTE, including three additional staff added when the head count of student exceeds 50% of FTES. [6]

According to Title V of the California Education Code recommendations, COA Library should have a minimum staff of 11.5 FTE to maintain current "day hours" of operation and development of library programs and AV. [6] Additional evening hours would require additional staffing. At COA, each librarian has shared duties, and, based on their individual job descriptions, Library technicians also have regular assigned areas of responsibility but also cross-train to allow for substitutes in public access services (Circulation/Reserves), as necessary.

Lack of funding for additional necessary staff has caused an over reliance, mentioned above, on the availability of COA work-study students, who vary in availability and skill level. [6] The library's open hours have fluctuated based upon available funding; for example, the library was open 68 hours/week in 2002-03 for the regular semester, but in fall 2008 weekend hours were eliminated, resulting in the library being open 58 hours/week. However, online electronic services are available 24/7. For intersession, the college has funded library services for only for an average of 4 hours per day, remaining closed on weekends and evenings. However, the library was able to hire an instructional librarian for the 2008 summer session for 20 hours of library instruction. The LIS85 research course was also offered online for the summer and fall 2008 sessions.

Information Technology

A librarian attends the Technology Committee meetings in order to bring the technology needs of the library to the attention of the committee. Clarity is needed in process and policy for those responsible for ordering. As the library moves into even greater dependence on information technology (smart classroom, listen-viewing multimedia center, remote access to library resources) a clear and reliable policy and process for IT acquisition is needed.

The library currently provides to students and staff remote access in order to allow access to their subscription databases through an EZ-Proxy system. Currently, users must pick-up a username and password from the Reference Desk before they can access these resources remotely. The new Passport system for registration that was recently

implemented makes it possible for the library to set-up authentication of users based on their student ID number so that they will no longer be required to come to the library to receive a username and password. This will require collaboration between the various IT departments and the library to make this a reality.

The library has a vast amount of resources available on its website, but the library continues to be limited by the web editing system currently used by the District. As indicated in Standard IIIC, the implementation and administration of the new website is still to be determined.

Audio-Visual

The organization of Audio-Visual Services, calendar, and funding, which are primarily under the Office of Instruction, is often problematic for library services. The 2006 Program Review suggests that a clear restructuring is needed to assign responsibility for the various and evolving AV services. The Library has proposed that, under the direction of the head librarian, an AV collection (circulating and reserve), and necessary supplies and equipment, be its primary responsibility. All library and college departmental owned multi-media should be cataloged and make available via AV circulation services for in-house use. All other AV services for instruction, or other college needs, should continue to be organized by administration. [6] However, as computer and audio visual technologies have merged, there is also a need to look toward an expansion into the computer technology realm and less in the audio-visual arena. This discussion needs to take place before future plans can be solidified.

The proposed Listening-Viewing Center Project would house a newly purchased multi-media library owned collection, an active reserve collections, and a functioning public services desk. [10] Library unit plans and program review as well as the Technology Committee support the hiring of additional AV staff in order to offer a stable and viable service for the campus. As needed, staff to assist in AV are drawn from IT staff. If available, work study students and temporary hourly employees are hired for circulation services, but the existing AV public services window is usually unstaffed. There have been plans drawn for a restructuring and redesign of AV services to include several non-AV services, faculty and staff. Library reserves and materials were included in these plans for providing space for a multimedia collection, circulation services, and an equipped, small listening-viewing center. [6]

Collection development in AV for multi-media resources has been hindered, as in the Library collections, by a stagnant budget -– and in some years, no regular budget at all. Budget restrictions have adversely affected strategic planning to accommodate technical changes and advances (CD, CD ROM, streaming AV, mp3) as well as the growing informational needs of students and faculty for multi-media to support both curriculum and educational goals. Measure A funds have been earmarked for the purchases of multi-media, audio-visual and technology equipment and materials. But issues as to funding for staff will need to be resolved before weeding, cataloging, and acquisition of materials for the AV collection can proceed.

DESCRIPTION: LRC

The College of Alameda Learning Resources Center (LRC) occupies the second floor of the L Building. The academic labs included in the LRC are the Writing Center, ESL Lab, Math Lab, ESL Lab, Open Lab, and the Tutorial and Assessment Center.

The hours of operation for the Learning Resources Center during the spring and fall terms are:

Monday - Thursday, 9am – 7pm
Friday 9am – 2pm
Saturday, 10 – 3pm (pending budget availability)

The hours of operation for the LRC during summer terms are Monday – Friday, 10am – 3pm. The Learning Resources Center is closed during Intercession terms.

Students must present a current Peralta Student ID to gain access to services provided in all labs of the Learning Resources Center. Students log in and out of a software program that tracks the time they spend in the lab (SARS Track). COA logs all hours by students as positive attendance hours for the course Learning Resources 501 – Supervised Tutoring.

Some of the specific functions of the Learning Resources Center are to: [11]

- Maintain a well-organized, efficient and accountable LRC to house programs and services to support student learning.
- Provide personalized assessment and placement services designed to accurately discover and serve the needs of individual students.
- Provide individual and small-group tutoring for all students who need assistance in order to succeed in their academic classes.
- Provide tutoring modalities specifically designed to address the needs of the under-prepared and at-risk students.
- Provide computer-assisted learning support in the Mathematics Lab, Writing Center, Basic Skills Lab, and ESL Lab that addresses the specialized needs of the student populations served by each of those labs.
- Provide free access, and assistance in accessing, the world of the Internet and World Wide Web as well as the benefits of other technological advances to students who do not have such access available to them at home.

The LRC works with the IT department to select all the hardware and software used in all the academic labs of the LRC. The faculty manager of each lab works with the members of their department/discipline to select the software and student resources for the lab. The IT department works directly with the faculty manager of each lab to determine the compatibility of the software with the computer workstations in that lab. Also, the IT department maintains all the workstations in each LRC lab.

The LRC works with the DSPS Coordinator to ensure there is an ADA-compliant workstation in each academic lab of the LRC. The faculty manager of each academic lab works with the DSPS Coordinator to ensure all students have equal access to all the student resources offered in the lab.

Writing Center

The resources available to students in the Writing Center are:

- Drop-in tutoring services (students can work 1:1 with a tutor or in a small group if appropriate)
- Desk copies of some of the current textbooks used in English, ESL, and reading classes as well as workbooks, anthologies, dictionaries, grammar handbooks, and thesauruses
- Software for ESL students and native speakers as well as programs for typing, reading, and research: Live Action English, Ellis, Missing Links, Bedford Handbook, Grammar 3D, Grammar in Context, Townsend Press, Reading Road

Trip, Mavis Beacon Teaches Typing, Microsoft Office Suite, and internet access for research and additional valuable websites for grammar, mechanics, and the writing process.
- A total of 26 computers with headphones and microphones for students to use for research, typing, editing, and any of the software programs previously listed
- Tables, chairs, and quiet areas for students to work together in small groups or one-to-one with a tutor
- Resource binders for student and tutor use that cover a variety of writing issues: grammar, mechanics, different types of essays, rhetorical modes, and sample essays.
- Handouts for students that cover a variety of writing issues including the writing process, MLA and APA style guides, grammar, punctuation, mechanics, plagiarism, and revision.

ESL Lab
The ESL (English as a Second language) Lab serves all students currently taking ESL classes at COA. To supplement the classroom learning of students, ESL and English Instructors link their classes to the ESL lab and Writing Center. ESL and English Instructors bring their classes to the ESL lab and Writing Center for orientations at the beginning of each semester. The orientations are a means to familiarize the instructors and students with the various computer-assisted language learning software available in the ESL lab and Writing Center.

The accumulated students' hours at the ESL lab and Writing Center are reported to the respective instructors at the end of the semester for the final grade point. Linked classes generate hours for both the ESL lab and Writing Center.

The ESL CALL software available at the ESL Lab are:
- ELLIS Master Pronunciation – Interactive activities in Pronunciation – English sounds, advanced aspects of pronunciation, and useful phrases. Students could record themselves; then compare their own voice with that of the native speaker.
- ELLIS Middle Mastery (Intermediate English language skills) – Interactive activities in vocabulary, grammar, communication, culture, pronunciation, and quizzes. Students could record themselves; then compare their own voice with that of the native speaker.
- ELLIS Senior Mastery (Upper intermediate to advanced English language skills) – Interactive activities to improve fluency in vocabulary, grammar, communication, culture, pronunciation, and quizzes. Students could record themselves; then compare their own voice with that of the native speaker.
- Expressways 5.0 Writing Software - Interactive activities in the stages of the writing process (also available at the WC.

Math Lab
The resources available to students in the Math Lab are:
- Drop-in tutoring services (2 tutors each hour or 1 instructor)
- Reserve/Desk copies of current textbooks
- Video lecture series for Elementary and Intermediate Algebra, Trigonometry, and Calculus
- Student Solutions Manuals for various textbooks
- Supplemental Software containing thousands of practice exercises for Arithmetic, Pre-algebra, Elementary & Intermediate Algebra, and Pre-calculus (produced and distributed by textbook publishers)

- Other math software to support geometry, statistics, calculus, and differential equations courses
- 10 computers to for practice problems, use of math software, internet research and math

Student learning needs are usually determined by the instructors of the Math Department. Instructors are responsible for providing a desk copy of their textbook and any additional public resources their students may need for the course. Once per year, the math lab coordinator is given an opportunity to order supplies and equipment for the Math Lab.

The Math Lab coordinator works with the Math Department to determine if the collection of books and resources in the Math Lab is sufficient in depth and variety. It is classified as sufficient if the current edition of each textbook used on campus is included on reserve in the Math lab as well as the Library Reserves (downstairs).

EVALUATION: LRC

Writing Center
More desk copies of certain grammar books such as *Rules for Writers* by Diana Hacker are needed.

More copies of texts that are used in the various classes, in addition to the textbooks instructors often put on reserve, are needed.

Currently, there is no formal assessment of the books and resources that are available in the Writing Center, but instructors can request copies from publishers, purchase used copies, or make greater use of on-line resources

LRC instructors could contact classroom instructors and compile a list of the most frequently used textbooks and grammar handbooks in the classroom. Instructors often make donations of duplicate copies or older editions of good texts that are still valuable.

ESL Lab
Non-operational computers, both at the ESL Lab and Writing Center, need to be replaced – 4 WC computers and 2 ESL Lab computers. With the recent acquisition of computers under Measure A, roll-down computers will be available; however, newer systems should be ordered.

In the advent of COA moving to VISTA operating system, an analysis should be conducted to determine if there are any compatibility issues between the existing CALL software at the ESL lab and WC and VISTA.

Math Lab
The depth and variety of resources in the Math Lab fluctuate between sufficiency and inadequacy. The Math department checks the currency of textbooks in the Lab on an annual basis. It collects the list textbooks ordered through the Campus Bookstore and orders new text as needed.

Most of the software offered to students in the lab are the supplemental applications that are produced and distributed by the textbook publishers. The college holds a site license for Geometer's Sketchpad, Fathom, and Microsoft Office (Excel). These applications are available to students in the Math Lab. Since its creation in Spring 2005,

the Math Lab has not yet determined the currency of software resources available in the Lab.

The budget to order software and supplies has been irregular and not clearly defined for the last few years. With the hiring of a tenured track instructor assigned to oversee the Math Lab, it is anticipated many of the software, hardware and budgetary responsibilities will be resolved. [12]

b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skill in information competency.

DESCRIPTION: LIBRARY

The College of Alameda's library instruction program consists of the following components: Reference Desk (individual instruction); Orientations (one-shot instructional sessions); and Workshop Series in Information Literacy (drop-in, and informally coordinated with English 1A instructors. Librarians developed course and departmental SLOs during the 2005-2006 academic year. Revised course outlines were discussed district-wide by librarians responsible for instruction. Discussion of how to proceed with information competency for Library Information Studies (LIS), and infused across the curriculum was informed by intensive research in library science professional literature.

After a series of discussions that remain ongoing, librarians decided on several ways of approaching teaching these skills, under the staffing and budgeting restraints. A new drop-in lab type of course (LIS500) was developed to use as a basis for further expansion, using SLOs, and a course outline that reflected accepted standards and requirements for information competency skills. In 2006-2007, the LIS85 Introduction to Information Resources course was updated to include both SLOs and an online addendum for development of an online version of the course. Instruction in information competency consists of the following methods: Reference Desk (intensive one-on-one instruction); Credit bearing online course, LIS85 – Introduction to Information Resources; One-shot, course related class instruction (orientations); Information Competency Workshop Series (3 sessions); In-Class lecture when appropriate; Faculty Professional Day Workshops; and Tutor Training Orientations.

Librarians have met with the campus distance education committee to plan for greater off campus access to library resources. This includes a proxy server for remote authentication, an expanded website, and planning for a special, separate library webpage for distance users.

One-on-one librarian-student instruction is primarily provided at the reference desk. Librarians use the reference desk as an instructional opportunity to teach students the essential of library research and resource evaluation. Instruction in the reference area is driven by class assignments and by evaluation of individual skill level and informational needs. These interactions have evolved beyond the timed reference interview into more structured and special opportunities for librarians to sit down with students and introduce ideas embodied in information literacy into the conversation. Librarian-student interaction is provided at the reference desk for all hours that the library is open. Librarians regularly chart question topics requested and researched at the reference desk for subject area development of information materials.

One-shot, or course related library class instruction is usually focused on a specific course assignment and the content of the presentation agreed upon by the course instructor and librarian. In the past five years, the number of these sessions has tripled from 15 to 53. [13] Instructional services have usually been provided only during the regular academic year. This summer (2008) class instruction will be offered first time. In 2006-2007, librarians taught more than 50 course related instruction sessions for over 1,200 students. The classes are taught in the "open classroom."

In 2005, the library decided to expand the existing drop-in series of three information literacy sessions, also known as LIS 500. Librarians partnered with English instructors to have their English 1A classes attend the series of sessions. The sessions cover the following: developing a research topic, planning how to obtain the needed information, accessing the information, evaluating what is found, avoiding plagiarism, and citing sources. The expectation was that if the series was successful, funding would be provided to expand this "infused" instruction to all sections of English 1A could benefit from these sessions. Currently, librarians teach four sections of English 1A per semester and 24 sessions were taught, doubling the number offered in 2005-06. [13] LIS500 cannot be offered during summer school or intercessions due to lack of funding. Librarians have focused SLO development and analysis on these LIS500/Eng. 1A students. [14]

In Summer 2008, the library offered for the first time a 2 unit online course, LIS85 – Introduction to Information Resources. There were 27 students enrolled in the course. The student learning outcomes listed within the course outline addendum were assessed based on a final project. The assessment results will be shared with the Library Department; a summary will be posted on the library website, and results will be incorporated into the library's ongoing assessment of department student learning outcomes. The course will be offered again in Fall 2008 and Spring 2009.

Other methods of providing instruction for users include Faculty Professional Day Workshops and Tutor Training Orientations. Librarians have offered a number of professional day workshops. Topic range from general introduction to new library print and online resources, to specific topics such as: What is information literacy? How to do library research in the 21st century; what is a good library assignment?; and other library information technology skills. In 2007, a general library orientation was given to distance education tutors. Librarians hope in the near future to expand training in information literacy to on-campus tutors, perhaps requiring their attendance at the workshop series. [15]

Increasingly, the library is focusing on the needs of basic skills students, that is to say, those students taking pre-transfer English and ESL courses who have had little to no experience in using libraries. Librarians are developing, in collaboration with basic skills and ESL instructors, specialized instructional sessions. Due to this fact, the library should continue to play a crucial role in the college's basic skills initiative. Librarians have a seat on the Student Success/Basic Skill Committee. These classes are designed for students taking pre-transfer English and ESL courses who have had little to no experience in using libraries.

Using a combination of traditional and new methodologies, the library conducts "tours" of the library services, collections, and learning resources. Students are given a hands-on approach that includes various task-orientated activities. [16]

EVALUATION: LIBRARY

The library is making progress with its instruction programs and promoting the concept of information literacy taught both by librarians and as a basic skill infused across the curriculum. However, maximum use of current staff and funds available has been reached. In order to develop these programs and services in the future, the college must make the commitment to stabilize and expand library funding for material, services, and staffing.

If librarians continue to do outreach to classroom-based faculty and increase the number of library instruction sessions, we should be able to increase this type of instruction. The limiting factor is the number of library instruction and information literacy session that we can offer based on current staffing.

Due to the prominent location of the reference desk in the "L" Building --and to the lack of a centralized campus information desk-- librarians often answer both building and campus directional questions. Part of the planning and redesign of the open classroom will include redesign of reference services. In part due to this location reference desk questions continue to increase (6,025 for 2006-2007 compared to 5,723 for 2005-2006) divided between simple directional, ready reference, and more complex research questions.

One-shot instruction, course related instructional session have tripled in the past five years. There is a potential for it to triple again if additional staffing is provided. Many faculty are eager to schedule their classes for library instruction. Librarians are mindful that our desire to increase the number of participating faculty must be tempered by our ability to provide the instruction to meet the increasing demand. Only 42 percent of faculty say that they currently schedule library instruction classes for their students; however, this number, based on recent library surveys, may be overstated. [8]

Not having an enclosed library instructional classroom is problematic due to the noise caused by general library users and the lecture itself. Students easily drift in and out of class, and students must move to an adjacent area in order to practice hands-on what they are learning.

The workshop series has proved to be successful and popular. Library statistics show that students who took the Library's information literacy workshop series received a higher GPA overall and in English 1A for that semester. [6] Even with the support of instructional faculty, the campus administration turned down a request for additional funding for adjunct instructional librarians to expand the workshop series to an introductory Communication transfer course. The study also showed that the benefits faded over time, indicating the need to continue to teach additional classes information literacy skills, perhaps at different levels, to reinforce previous learning. [17]

Librarians use teaching techniques that address the needs of different types of learners. Library instruction includes video, flash animation, and graphics as well as spatial learning exercises such as finding a book on the shelf. Librarians regularly discuss and share methods, assignments, and tasks used in class lectures. Starting in the 2007-2008 school years, librarians have applied information discovered by the SLO summary review and assessment plan to inform teaching methodologies and class lecture content and presentation. The Librarians plan to continue to use annual course assessment reports and analysis to improve teaching of information competencies. [14]

There has been a large increase in the number of students who have found the library orientations to be helpful (44% now strongly agree/agree versus 31% in 2005). Related to this, students are reporting an increase in instructors requiring library research (47% strongly agree/agree versus 31% in 2005). Students also report that they are less confident (down from 86% to 71%) that they know how to find "good information on the Internet." This new found critical sense may be attributed to efforts by librarians to highlight the unevenness of information found on the Internet. [18]

Recent assessments of student learning outcomes show satisfactory results. [19] However, there is room for improvement. There may be the need for more time (currently three hours) to sufficiently cover all components of the information literacy sessions.

Librarians are educating themselves on how to best address the needs of basic skills students by attending conferences and professional reading. With the majority of our students now considered to fall into the category of basic skills, the library will need to take aggressive measures to develop resources and instructional techniques to meet the needs of the students. The Instruction / Reference Librarian is took a course in summer 2008 to learn how to use computer animation to develop engaging library instruction materials.

DESCRIPTION: LRC

Informational competencies that the LRC promotes and teaches to all Peralta students are study skills, interpersonal relations skills, computing skills, and writing and critical thinking skills. [11]

The key functions of the Learning Resources Center are to:

- Maintain a well-organized, efficient and accountable LRC to house programs and services to support student learning.
- Provide personalized assessment and placement services designed to accurately discover and serve the needs of individual students.
- Provide individual and small-group tutoring for all students who need assistance in order to succeed in their academic classes.
- Provide tutoring modalities specifically designed to address the needs of the under-prepared and at-risk students.
- Provide computer-assisted learning support in the Mathematics Lab, Writing Center, Basic Skills Lab, and ESL Lab that addresses the specialized needs of the student populations served by each of those labs.
- Include in all LRC activities the component of fostering and promoting good study skills and interpersonal relations skills.
- Assist instructors in developing and delivering computer-assisted classroom activities to support and supplement lecture classes.
- Provide free access, and assistance in accessing, the world of the Internet and World Wide Web as well as the benefits of other technological advances to students who do not have such access available to them at home.
- Integrate learning support programs and services with all areas and efforts within the college community.

EVALUATION: LRC

Currently, there is no way of measuring the LRC's impact on Student Success via grading. With the advent of the SARS System, student use of LRC services will be linked

to District academic performance data. Through this means, the LRC will be able to effectively measure student success.

The college uses course success rates, retention and persistence rates in AA-applicable Math and English courses to assess the acquisition of the core information competencies of all COA students, not just those using the LRC. Math, English, and English faculty representatives serve on the LRC Executive Management Team and currently use this student data to help drive programs within the LRC. [20]

The LRC uses student usage reports (SARS Track) to determine appropriate staffing for each lab of the LRC. Retention and persistence rates of COA students are often used by the college to evaluate the effectiveness of our programs and to set goals for improvement.

Writing Center
Students will often use the computers in the Writing Center for on-line research for research papers in various subjects. LRC instructors and tutors often assist students with their search, and teach students to evaluate on-line sources and publications and to use the proper MLA or APA citation that is needed for a works cited page and within the text

Math Lab
Students most often use the textbook and video resources available in the Math Lab. Instructors and tutors work with students on a one-on-one basis in the lab. Instructors and tutors stress with each student the importance of study skills, time management skills, and research skills to success in their math courses. Also, they consistently try to teach students how to find the terms, definitions, and math concepts they need from any book or resource – not just the text they are using for their course.

c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

DESCRIPTION: LIBRARY

The library hours remain unstable year to year based on budgetary conditions. In the 1990s, library hours were at their maximum of 74 hrs/week. Over the last few years, the library has been open during the regular academic year for approx. 61 hours a week, including evenings and Saturdays. In Fall 2007, the Saturday hours were increased to open 1 hour earlier for a total of 62 hours per week. Then in Fall 2008, the library's Saturday hours were eliminated, bringing the open hours per week down to a 5-year low of 58 hours per week. The library offers limited hours during intersession terms and summer session. During open hours, the library offers access to study space, reserve materials, collections, circulation, instruction sessions, and reference assistance. Reference services are also offered via telephone and e-mail but only during library hours. The library building has wireless access and many students bring their own notebook computers to the library in order to study.

The library has a website that includes many instructional materials and resources. The library catalog and databases are available remotely via the library website. Future plans include the purchase of a new integrated library system to include a module that will enable remote access to instructor reserve materials. Through the current website, students have off-campus access to the library's homepage, including by use of a proxy server (Ezproxy) access to subscription databases, 24 hours per day seven days a week.

Library web resources include research and subject guides tailored to our students. Also included on the website are several online tutorials leading the user through all aspects of the research process. These resources are utilized by faculty, staff, students, and tutors. Starting in Summer 2008, the library began offering a 2 unit online course, LIS85 – Introduction to Information Resources. The course is a basic level introduction to conducting research at the undergraduate level. The library is also developing specialized in-person library instruction and reading/research collections for basic skills and ESL students. [21]

EVALUATION: LIBRARY

The library faculty and staff believe that the cuts to library hours present an obstacle to student success. Saturday hours have been cut (Fall 2008) and access during intersession is limited to four hours a day, which may not meet the needs of all students. Library surveys show that more students are now using the library for group study than in 2005 (54% strongly agree/agree versus 42% in 2005). Eighty percent (80%) of the faculty believe that the library's hours are sufficient; however, 46% students believe that library hours are inadequate. Students are generally satisfied with library seating, noise level, cleanliness, and computer access (strongly agree/agree ranges from 56% to 73%). These numbers are generally up from 2005. [8,18]

The library offers extensive online instruction materials and information on its website, and students have access to library databases 24/7. Currently, the library does not offer adequate access to electronic reference materials and does not offer electronic book collections. Librarians are committed to improving and increasing our online presence and are working to improve online book access but are limited by budget. The librarians have participated in trainings regarding the new website software, and they continue to develop new web-based instructional materials. For example, the Instruction/Reference librarian took a course summer 2008 to learn to use Adobe Captivate software to create instructional materials using animation. Unfortunately, the District continues to have problem with the new web-editing software and its full integration with the existing resources available on the Library website.

The library shares a catalog with all four colleges in the Peralta Community College System. Unfortunately, the library lacks the ability, due to funding and staffing, to do inter-library loan or request books from other Peralta District libraries. Students may check out materials from the other Peralta District libraries, but they must physically go to that library to get the book. It should be noted that all colleges within the district are within a short distance from the College of Alameda (Laney – 2.5 miles, Berkeley - 8 miles; Merritt - 15 miles).

DESCRIPTION: LRC

Currently, software in each of the academic labs of the LRC is only available on-site, during normal hours of operation.

The LRC is exploring with the Library and Audio Visual a new way of delivering Learning Resources materials electronically. This should help eliminate the restraints of our location (i.e. students will be able to access learning resources outside normal operating hours.)

The LRC is exploring with the Library and Audio Visual the ability to deliver all learning materials to students in each of the other LRC academic labs (e.g. a math student would

be able to access math software from the Writing Center, ESL Lab, or resources could be checked-out from Audio Visual).

The LRC already has a number of textbooks on reserve in the Library. These are made available to students outside of the academic lab hours.

The LRC Web site contains basic information on hours of operation, courses offered through each lab, and faculty and staff contacts.

EVALUATION: LRC

Our current philosophy is to provide one-on-one tutoring services or small study group sessions as well as to provide access to textbooks, software, and other print materials. The LRC is exploring partnerships with textbook publishers to offer telephone or online tutorial support services to our students. This may involve the purchase of a site licenses or contracts with appropriate publishers. [11]

d. The institution provides effective maintenance and security for its library and other learning support services.

DESCRIPTION: LIBRARY

The library is located on the 1st floor of a multi-use building. This presents unique challenges in maintaining security. The library has a state of the art 3m (Minnesota Mining and Manufacturing) book security system at the main entrance to the LRC building. Magnetic security strips (3M tattle-tape) protect all library print/non-print media. In addition, emergency exits are alarmed. The library has a blue emergency button installed in the circulation area but could use a second button installed at the reference desk. During library hours, safety aids patrol the campus to observe and report. There is a sheriff on-campus some of the hours that the library is open. There is concern on the security level in the library, especially when library services (located downstairs in the L building) are closed and the second floor of the building remains open for learning resources and, currently due to reconstruction of the administration "A" building, the office of instruction and president's office. Although safety aides are generally scheduled (funding is not dependable) to watch the entrance when the library is closed, other areas of the building are open; it may be left to non-library staff to insure that the building is empty when that area closes. In addition, safety aides are students, some with special needs and abilities. During summer 2008, the safety aides district wide received training on customer service, security, and the student administration system.

Since the library shares a building with other student services and staff offices, there is a lot of foot traffic through the library lobby, and the building is open to the general public. The librarian on-duty at the reference desk is charged with maintaining a library environment conducive to learning and enforces policies such as no loud talking or cell phone use. This can be very difficult to enforce due to the joint use of the building. In addition, Library staff is too often made responsible, by default, for security of the entire building. Librarians are currently involved in reviewing campus safety policies and procedures, and Alameda County Police contract as a means to clarify and update safety, security, and disaster procedures for Building L.

The library's technology needs are not integrated with college-wide planning since they are not part of an instructional division; hence, technology updates, maintenance, and

replacement are not standardized, and software versions are not consistent for all campus departments. Due to this, the library has requested a "Memorandum of Understanding" with managers and the Technology Committee for inclusion of library services and programs in all college technology plans that include planning and analysis for technology needs for library, including design of Library instructional "smart classrooms" and the "Listening-Viewing Center."

The library continuously strives to increase its effective use of technologies but faces challenges as technologies change and/or become discontinued. The library staff is in the process of developing and implementing the Periodicals module for the library catalog. Unfortunately, the current catalog system (Horizon) used by all the District libraries will be discontinued after the next version is released. Therefore, District librarians must begin planning for selection and migration over to a new library catalog system.

The way the District has organized computer maintenance creates challenges for the library. The District has divided computer maintenance and development into two areas – administration and instructional. Staffing and funding as for other areas continues to be problematic. [21]

EVALUATION: LIBRARY

The Alameda County Sheriff's department, through a contract with the PCCD, provides security to the Library in the event of incidents. However, personnel are shared between campuses and at times are unavailable during crises. There have been disruptions, thefts, and vandalism in the library. At times there are no peace officers or security guards on campus; therefore, campus security for the library is limited.

Problems with security are exacerbated by the need for the building to serve multi-purposes without adequate protections. Security of books and computer equipment has been somewhat difficult to maintain due to lack of proper security during closed hours and to extensive public use of LRC building with limited supervision. In addition, second floor exits, despite signage and alarms, are easily opened. Non-Library faculty and staff continue to use rear exits either through the back Library offices/processing and cataloging areas without proper attention to security or checking that doors are properly closed or locked. Consequently, the Library has lost many volumes and equipment through the latter means as well as by deliberate theft and patron disregard of security gates. While exact analysis of stolen books remains beyond the capability of our current system, the 2003 program review statistic suggest that between 5%-10% (several thousand volumes) of the collection remain unaccounted for by regular statistical means (missing, lost, or stolen). While books and magazines are processed with security strips, removable equipment parts, computers and others, are not. The district should consider security bar-coding of computer parts.

The library staff struggles to provide a quiet atmosphere for students to study. Students walk through the library to access services on the second floor. This creates a loud corridor that is difficult to keep quiet. Too often the librarian on duty is called upon to quiet students or enforce library policies. This takes time away from other educational responsibilities. About 73% of students believe that the library is sufficiently quiet for study (Student Surveys Fall 2005 and Spring 2008), but others disagree. About ten percent of the students in the survey strongly disagree that the library is quiet enough. Several included written notes on the survey asking for quieter conditions. Librarians are exploring ways to set up a super-silent study area.

Facilities
The L Building, in which the Library is the primary service, is a facility that shares limited space with several other student services. Multiple use of this facility has caused difficulties in security, staffing, noise levels, and patron traffic. LRC services and use of other rooms outside of library hours of operations cause continued staffing and security problems. Usable space for Library services, such as Audio-Visual services and student study space, has been reduced over several years, having been assigned to other LRC or outside public services. While these other services are excellent and useful, expansion of the Library collection, Library users services, and expanded Audio-Visual/Multimedia services for in-house student use (e.g., additional student study tables and rooms, or additional space for a Library lab) remain extremely restricted. In 2006, due to remodeling of the Administration building, the offices of the president and vice-president of instruction moved to the 2nd floor. In addition, due to increased offerings of intersessions, building use has gradually increased without supporting funds for additional staffing or necessary library functions such as shelf reading.

DESCRIPTION: LRC

Students have access to all of the LRC computers during the operational hours, which usually mirror those of the Library; exceptions occur during peak enrollment and assessment periods or if instructional/community events are scheduled.

The LRC works with other departments on campus to offer group tutoring services elsewhere on campus. (i.e., Athletics Department has required students to participate in group tutoring sessions.) The IT technical staff provides maintenance to all technology equipment in the various labs in the LRC.

EVALUATION: LRC

The LRC's hours of operation are limited to the Library's hours of operation. Students do not have remote access to LRC programs and services outside the hours of operation.

Because of decreasing budgets over the last few years, the LRC has had to cut back on faculty and tutor staffing in the LRC. Analysis of student usage reports on each academic lab has helped to determine where staffing is needed most. However, with decreased staffing, the quantity and quality of drop-in tutoring services has decreased during our peak hours of operation (10 – 1pm Mon – Fri).

e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the intended purpose, are easily accessible, and utilized. …evaluated on a regular basis … institution takes responsibility for and assures reliability of all service provided directly or through contractual arrangement.

DESCRIPTION: LIBRARY

Maintenance contracts and outside services include:

- SirsiDynix/Horizon Bibliographic Utility (online catalog) – maintained and funded at the district level by District IT for all four college libraries.

- Databases – TTIP funds
- Copiers – annual maintenance contact
- GoPrint -- maintained and funded by t the district level by District IT for all four college libraries.
- Databases – TTIP funds
- EzProxy – free maintenance from OCLC, new upgrade available
- OCLC -- maintained and funded at the district level by District IT for all four college libraries.
- Public Web Browser – one time purchase

EVALUATION: LIBRARY

In November 2007, the Horizon system administrator attended the last CODI Conference (the user's group conference for the Horizon and Dynix library systems). The SirsiDynix Company is officially phasing out the Horizon library system in favor of a new Sirsi system (Symphony). The decision to abandon Horizon was based purely on numbers: there are more Symphony libraries than Horizon libraries. Unfortunately, the Peralta libraries will lose significant functionality if we migrate to the Symphony system. Since migration will be required in any case (Horizon is no longer being developed and support will be discontinued within 4-5 years), it is imperative that the libraries consider migrating to a different integrated library system. In addition to functionality, we should strongly consider company viability in view of the fact that the Horizon system has undergone a series buyouts and mergers that have resulted in its discontinuation.

DESCRIPTION: LRC

The LRC department has partnered with various local universities and colleges: [11]

- Mills College School of Graduate Instruction
- USF School of Graduate Instruction
- Holy Names College, San Francisco State University
- and UC Berkeley's Extension Program as a provider of direct tutorial student employment experience for potential teaching candidates. This career area addresses one of the fastest growing job markets in the Bay Area and the State of California (i.e. basic skills instruction in the areas of English, ESL, and mathematics).

EVALUATION: LRC

In all Academic Labs of the LRC students log in and out of a software program that tracks the time they spend in the lab. COA logs all hours by students as positive attendance hours for the Learning Resources 501 – Supervised Tutoring class. At the end of the semester, Academic Timekeeper can generate complete reports for each individual lab in the LRC.

2. Institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTION: LIBRARY

The library gathers and evaluates its programs and services based on information gathered from a variety of assessment methods, such as circulation statistics, reference statistics, collection statistics, reference statistics, instruction statistics, student surveys, and faculty surveys. In addition, the library, in collaboration with the college researcher, has conducted follow-up studies done on the effect of library instruction on student success in later semesters. The librarians utilize qualitative research, such as conversations with faculty regarding instruction, library assignments, library collections and library services. In addition, librarians initiate conversations with students regarding their assignments, classes, college experience, library resources, library hours, and need for quiet study space.

In 2006, the library developed student learning outcomes for its instructional programs. In Fall 2007, the library began on-going assessment of its drop-in workshops. Recently, collaboration with faculty has included learning outcomes measures, such as repetitive use of short quizzes on content of orientations, evaluating term paper bibliographies (short and annotated style), and library worksheets documenting students' understanding of bibliographic instructions, styles and methods. Also recently developed for LIS500 is a pre/post test to evaluate library research skills. The results of the assessments are shared once a semester at librarian meetings and also presented to the public via a library newsletter and a posting on the library website (Student Learning Outcomes (SLOs) and Assessment Documents). The library is in the process of developing student learning outcomes for its service areas. Student learning outcomes are included in the course outline and syllabus for the library's only credit bearing course, "LIS85- Introduction to information resources" and are posted on the library website. The outcomes for this course are assessed each semester using a final project, an annotated bibliography. The results of this assessment are analyzed and shared at the librarians meeting, and a summary of results is posted on the library website.

The library is continually analyzing assessment data and incorporates resulting analysis into its annual unit plan, program review, and budget and planning proposal documents. The library participates in the college's program planning processes.

The increased use of the building during intersessions, the lack of down-time when the library is closed, and lack of staffing all serve to limit other standard practices such as major inventory projects, shelf-reading, and weeding project.

EVALUATION: LIBRARY

The library is actively engaged in improving services and programs based on the assessment of student learning outcomes. The library has gathered a large amount of qualitative and quantitative data that it uses to assesses needed improvements.
The library uses circulation, collection, and reference statistics to select and purchase new library materials. Library uses instruction statistics, persistence and retention studies and SLO assessments to make changes to instructional content and delivery methods and to seek funds for expansion of instruction programs. Results from faculty and student surveys are utilized in setting library priorities. Information gathered from conversations with faculty and students is used to select new library materials, make changes to instruction, and set library priorities.

Local administration has been supportive of library survey and data collection and made the campus research available for collaboration with librarians.

DESCRIPTION: LRC

Currently, there is no way of effectively and efficiently measuring the LRC's impact on Student Success via grading. Faculty, staff, and students do not use formal evaluation forms to evaluate the LRC programs, but they always have access to the LRC instructors and often give both verbal and written (email) feedback. This feedback is discussed at LRC Executive Team meetings (held weekly in the past two years; currently, held monthly).

EVALUATION: LRC

With the advent of the SARS System, student use of LRC services will be linked to District academic performance data. Through this means, the LRC will be able to effectively measure student success.

Instructors who link their classes to the LRC often retrieve LRC usage reports and link usage of the labs to their student success students. However, this data is collected and analyzed on an individual basis by faculty. Results are not shared with the rest of the college or LRC staff. [20, 22]

The college uses course grades, success rates, retention and persistence rates in AA-applicable Math and English courses to assess the learning resource needs of all COA students, not just those using the LRC. Math, English, and ESL faculty representatives serve on the LRC Executive Management Team and currently use this student data to help drive programs within the LRC.

Retention and persistence rates of COA students are often used by the college to evaluate the effectiveness of our programs and to set goals for improvement.

PLANS OF ACTION

LIBRARY: Maintenance of Effort, Stability of Administration and Continuity of Practice District librarians will conduct selection and migration process for a new integrated library system, necessitated by the recent announcement that development of the Horizon system will be discontinued after the 7.4.1 release.

LIBRARY: Maintenance of Effort, Stability of Administration and Continuity of Practice, Limited Resources: *Memorandum of Understanding* (MOU) with managers to recognize the need for stabilized minimum, or "maintenance of effort," budget each academic year, including additional funding for intersession and summer sessions. This MOU should including stable, continued funding including grant development, for update of print and e-book and multimedia-collections within 10 yr goal cycle beyond current Measure A bond funds

LIBRARY: Primacy of Teaching and Learning: Plan for redesign and restructuring of reference services into reference/classroom area and instructional "smart classroom" lab for teaching information competency. Implementation of Audio-Visual Center Collections Project including Listening Viewing Center; expand library classroom and reference instruction (in-house and "infused librarian").

LRC: Limited Resources: Update and increase LRC specialized textbooks/reference materials; Develop funding for more specific resources/ workshops/ programs, including online and 24/7 type tutoring assistance for all students.

LRC: Maintenance of Effort, Stability of Administration and Continuity of Practice: Work with administration, faculty, the IT department as well as publishers of software to advise, update, and improve software in all the labs.

LRC: Primacy of Teaching and Learning, Communication: Increase usage, and explore new ways of delivering LRC materials, print and digital, in of all academic labs in the LRC via greater faculty involvement and increased course linkage to the labs. Development in this area depends on available funding. This development would include development of the LRC Web site.

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,Standard IIIA

Human Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

1. ***The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.***

   a. ***Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.***

DESCRIPTION

The Peralta Community College District has developed policies for ensuring that all personnel are qualified by appropriate education, training, and experience to provide and support all programs and services. The policies are in the Board Policy (BP) Manual: BP 1.18 and 1.18b for administrative hires; BP 1.20 for selection of a chancellor; BP 3.18 for certificated and classified hiring; and BP 3.26 for faculty hiring. [1] These policies were developed in consultation with the District Academic Senate, the Peralta Federation of Teachers (PFT), and the Operating Engineers and Service Employees International unions. These policies are accessible to all via the Peralta Community Colleges District website. The district governing board ratifies union contract clauses that address hiring policies.

These policies have provisions that include, but are not limited to:

- providing full, objective, and equal access for all applicants;
- actively seeking applicants who demonstrate the required technical expertise, competency, and sensitivity that will enable them to work effectively in a multicultural educational environment;
- complying with all federal, state, and local laws;

- ensuring participation by faculty, classified staff, and administrators in their respective roles throughout the process;
- ensuring diversity on all screening committees;
- ensuring that screening committee members have knowledge in the position area;
- reviewing all components of the process to ensuring the integrity of the process; and
- maintaining confidentiality throughout the process.

The guidelines for the selection of employee groups - classified staff, faculty and administrators - cover the development of the job announcement, selection of the screening committee, development of screening criteria and interview questions with desired responses, the screening of application materials, the screening of candidates, the recommendation of finalists, the conduct of final interviews, the checking of references, and the final approval of the candidate.

The Human Resources (HR) Department at the Peralta Community College District Office is involved at most stages of the hiring process. HR works closely with college and district-wide constituencies, starting with the job announcement.

In order to seek qualified applicants, Human Resources routinely advertises classified, faculty, and administrative positions through the District Human Resources website, the California Community Colleges Registry, and through flyers to our local colleges. Dependant on the position, additional outreach may include resources such as The Chronicle of Higher Education, Women in Higher Education, Diverse Issues in Higher Education as well as many on-line websites, such as Craig's List for vocational and select classified positions. List serves have been added as a tool for recruitment.

All job announcements provide a description of the college or district. They emphasize the importance of an applicant's being able to demonstrate sensitivity in working within a multicultural, multi-lingual educational environment. Specific duties and responsibilities of each position are clearly outlined.

Job announcements for classified staff and managers are created based on the needs of the college and edited by the Human Resources department. In addition to the broad content described above, the job announcements state the necessary knowledge, skills, and abilities needed to carry out the duties and responsibilities of the position in an effective manner. Hiring selection committees for classified staff have at least three members, including a committee member appointed by the respective union; management selection committees have a minimum of five members comprised of faculty, classified staff, and administrators.

With regard to faculty hires, the initial "Request to Hire" personnel action includes an attachment confirming that the department chair or discipline expert, the academic senate president, the Peralta Federation of Teachers' representative, and the hiring manager has been consulted on the justification for the hire and the description of the position. Job announcements for faculty positions clearly state minimum qualifications as determined and published by the state academic senate. The announcements emphasize the importance of discipline knowledge, current pedagogy, and commitment to student learning. District procedures ensure faculty play a significant role in the selection of new faculty. Screening committees for faculty positions include at least three faculty members in the discipline, or an aligned discipline, and an administrator. They are chaired by a faculty member.

For faculty positions, an equivalency process for applicants who do not directly meet minimum qualifications has been established. Board Policy 3.26 provides the general guidelines for determining equivalency. The process determines if the candidate is qualified for the position based on academic background and other factors, including foreign education. The equivalency process includes review by an equivalency committee, made up of discipline experts. The job applicant is responsible for submitting the required forms and supporting documents. All applicants holding degrees from non-U.S. institutions must have the degree evaluated through an external evaluation agency.

The Office of Human Resources monitors each phase of the selection and interview process. The next steps in the hiring process are: the composition of all screening committees is approved by Human Resources, which looks for balance in gender and ethnicity; the job description is reviewed and criteria for the paper screening process are developed; and a checklist for the paper screening process is developed. The checklist for paper screening is based on the job announcement and provides a review of the applicant's minimum qualifications, including educational and professional backgrounds, and a systematic assessment of each applicant's materials as it pertains to the duties and functions required of the position.

Screening committees meet to review the applications of each candidate ("paper screening") and then forward a list of qualified candidates. The candidates are contacted for interviews with the committee.

Screening committees develop interview questions that address the knowledge, skills, and abilities of each applicant as they pertain to the duties and responsibilities of the position. They also develop key response elements to guide committee members in evaluating an applicant's response. Many screening committees will require a skills demonstration; faculty interviews may require a teaching demonstration.

The committees interview candidates and determine a list of recommendations. The recommended candidates participate in final interviews. The college president, with the appropriate vice president, the Academic Senate president (for faculty hires), and the chair of the selection committee, conduct the final or hiring interview. Candidates are evaluated for their potential to contribute to the mission and goals of the department and the institution. Following the final interviews, appropriate reference checking is conducted to verify the qualifications of the finalists. The College President, in consultation with the Selection Committee Chair, recommends the finalist to the Chancellor for final approval.

In the case of faculty hires, Tenure Review Committee members are appointed by the college president at the time the recommendation for employment is made.

EVALUATION

The process for the hiring of personnel operates successfully. Each constituency is well represented in the selection process of its members. Screening committees for positions that cross constituencies (for example, administrative positions) include faculty, classified staff, and administrators. In order to seek more qualified applicants with specialized skills and degrees (e.g. librarians, ESL, etc.), Human Resources should confer with the special department seeking faculty or staff in order to advertise positions in discipline oriented journals and newsletters.

The integrity of the screening process is highly valued. Members of screening committees are encouraged to review selection procedures guidelines and to report any infractions of the process to the Human Resources Department.

Results from the Institutional Climate Survey show that 59% (N=42) of the faculty and 56% (N=24) of the staff agree that COA employs qualified personnel to support student learning programs and services and to improve institutional effectiveness. [4]

b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

DESCRIPTION

Every attempt is made to evaluate personnel systematically and at stated intervals as outlined in the Local 1021 and Local 39 Collective Bargaining Agreements (Article V. SEIU and Article 19) and the Peralta Federation of Teachers "Faculty Evaluation Guidelines", Appendix A20. [6, 7, 10]

During the four-year tenure review process, new full-time faculty are evaluated by a four-member committee, including the division dean or vice president, and three faculty members from the discipline or closely aligned discipline. Probationary faculty undergo rigorous evaluation, which includes evaluations from students and faculty, peer observation, administrator observation, and self-evaluation during each of the four years before a recommendation is made. All materials are reviewed by the candidate and are confidentially filed in the office of the Vice President of Instruction.

The tenure track faculty evaluation process is coordinated college-wide by a tenure review facilitator. The tenure review facilitators for the four Peralta colleges meet regularly to discuss and address various issues occurring at each college. Each fall semester, the tenure review facilitator and the academic senate president confirm, in writing, that the tenure review process for each candidate has been followed. The appropriate vice president and the college president make annual recommendations for non-continuance of the candidate, continuance of the candidate or the granting of tenure to the candidate.

The evaluations of tenured faculty are to be scheduled every three years. Comparable to the tenure-track process, the evaluation process includes peer observation (for instructional and non-instructional faculty), student surveys, an administrator evaluation, the faculty member's self-evaluation, and a portfolio. The evaluation process provides an opportunity to give commendations and recommendations for improvement. If a rating below satisfactory is determined, a plan for improvement is developed and a re-evaluation is scheduled for the next academic year. The monitoring of the evaluation of contract faculty rests with the division offices.

The evaluation of adjunct faculty is to take place in the first semester or first year of service, and at least once every six semesters thereafter. The evaluation includes peer evaluation, student surveys/evaluations, administrator evaluation, and self-evaluation.

For initial evaluations the evaluation committee consists of two faculty members (full- and/or part-time) and an administrator. For subsequent evaluations, the committee consists of one faculty member (full- or part-time) and an administrator. Monitoring and documentation for the evaluation of adjunct faculty resides with the division offices. Adjunct faculty who have taught six out of the last ten semesters, and who receive a rating above satisfactory, are eligible for inclusion in the part-time faculty preferential hiring pool.

Monitoring of the evaluation of classified personnel is managed by the Office of Human Resources. Forms may be found online at the District's web pages for *Employee Evaluation Forms*. [11]

Administrators are evaluated on an annual basis pursuant to the Management Evaluation Handbook and the Implementing Procedures of Board Policy 3. Management evaluation packets are provided to senior administrators for guidance, in both hard copy and electronic format. Each evaluation process follows specific guidelines, which include evaluating performance with the intention of establishing manager *Performance Goals* in alignment with the district-wide *Strategic Goals* and *Institutional Objectives*.

Administrator evaluation instruments are sent to 25 employees identified by the manager, including other managers, faculty, and classified staff. The evaluation process is considered an open process. Any others, in addition to the 25 designated evaluators, can complete an evaluation form.

The primary goals for setting administrative performance objectives are to:

- Use data and analysis to set challenging yet realistic goals;
- Ensure that manager performance goals and institutional objectives are closely aligned;
- Promote widespread understanding of institutional objectives;
- Distinguish between goals that are directly controllable from those that are influenced by events outside organizational control; and
- Incorporate a shared governance approach where appropriate.

The student worker evaluation is conducted once a term by the student's supervisor using a standardized form. The student receives feedback from the supervisor, but the form is not filed with the Financial Aid Office.

EVALUATION

Mechanisms for improvement and goal-setting are in place to improve job performance, if warranted, through the evaluation process. There is a connection between personnel evaluations and department, division/program, and institutional effectiveness.

The evaluation of student assistants and work study students has been expedited by the Financial Aid/Student Services department. This department provides guidelines and evaluation forms to area managers each semester; these items can be found on the department web page. [12]

Some Human Resources forms are unclear as they relate to the evaluation of classified staff. To expedite the evaluation process, it is requested that the district Office of Human Resources provide consistent, unambiguous procedures and forms for use in the evaluation of classified staff.

While the processes for evaluating personnel are well established, detailed, and comprehensive in scope, the college lacks sufficient administrative and evaluative personnel to perform the large number evaluations needed in a timely manner. Vacancies in administrative positions at College of Alameda particularly hamper this process. However, with the installation of new department chairs, the evaluation process of faculty can potentially be accelerated and completed satisfactorily. When operating smoothly, the evaluation tools provided for in the evaluation process adequately measure the effectiveness of personnel in performing their duties.

There is a need for the college, in cooperation with the Human Resources district service center, to devise a method to address the completion of evaluations. Out of 158 full-time and contract faculty, 18 evaluations have been completed, and 30 committees have been formed and are in-progress. Regarding criteria for evaluating personnel, 51% of the faculty and 34% of the staff agreed that COA has-- and publishes-- the written criteria for evaluating all personnel. Yet less faculty (46%) and staff (13%) respondents agreed that personnel are evaluated regularly and systematically. [13]

c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

DESCRIPTION

The evaluation process used by the Peralta Federation of Teachers union does not directly address faculty effectiveness with student learning outcomes (SLOs). As the college is now in the developmental stages of writing and assessing SLOs, faculty evaluation in this matter is under consideration at COA.

While this consideration is underway, and to support the completion of SLOs, the Curriculum Committee has created an addendum for the inclusion of student learning outcomes for new and revised course outlines. Support for faculty assessment of SLOs has also been undertaken. The new department chairs at COA can assist with supervision so that the creation and assessment segments of the SLO process can be accelerated. [2]

For instructional faculty, teaching effectiveness is primarily evaluated by peer observation. Evaluators consider the following: subject matter knowledge: methods of instruction organization of the class; communication; assignments for the objectives of the course; and the promotion of independent and critical thinking. Student surveys/evaluations also address teaching effectiveness.

Non-instructional faculty (librarians, counselors, and nurses) is involved in creating and assessing student and service learning outcomes specific to their programs. Evaluation of non-instructional faculty is accomplished by classroom observation, and by observation of faculty working with students during other interactions (e.g. one-on-one instruction). Parameters evaluated may include addressing and meeting the needs of the student, and/or helping the student to understand the full range of services available. As assessment of student learning outcomes is a component of program reviews, information regarding effectiveness is documented there. See the Library SLO/Assessment documents on the Accreditation web pages for non-instructional examples. [2]

EVALUATION

Formal evaluation standards and processes are negotiated between the district management and the faculty union, Peralta Federation of Teachers. Procedures for including an assessment of student learning outcomes as a component of faulty evaluation are under review.

d. The institution upholds a written code of professional ethics for all of its personnel.

DESCRIPTION

Board Policy (BP) 5.15, Code of Instructional Standards, makes the "Ethical Standards of the American Personnel and Guidance Association" and the "Code of Ethics for Librarians of the American Library Association" policy for the Peralta Community College District. These administrative procedures for BP 5.15 provide the full text of each. The AAUP agreement was adopted years ago and is part of BP 5.15, Code of Instructional Standards. [1]

EVALUATION

According to the Institutional Climate Survey, 51% of the faculty and 26% of the staff agreed that COA has a written code of professional ethics for all its personnel.

2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Staffing levels for the college were at the following levels as of November 1, 2007:

Of all full-time faculty members, 71 are on the tenure track and 8 are not. The number of part-time faculty is about 117. Tables A and B provide information about full-time tenure-track faculty. There is a great diversity of age among the faculty; however, it should be noted that about 25% of them will be retiring within the next five years. The two dominate race/ethnicity groups are African American and White. The ratio of females to males is 3:4.

Table A

AGE	ASIAN	AFRAM	FILIPINO	LATINO	WHITE	TOTAL
31-40	2	1	0	1	7	11
41-50	1	2	0	2	5	10
51-60	3	5	1	4	11	24
61+	3	10	0	2	11	26
TOTAL	9	18	1	9	34	71

Source: PCCD Legacy System

Table B

GENDER	ASIAN	AFRAM	FILIPINO	LATINO	WHITE	TOTAL
FEMALE	6	11	0	3	10	30

MALE	3	7	1	6	24	41
TOTAL	9	18	1	9	34	71

Source: PCCD Legacy System

Total FTEF is 116.24 with 14% of this FTEF being extra service conducted by contract faculty. As a consequence 59% of the classes are taught by full-time faculty. [15]

Tables C and D provide information about full-time classified staff. There is a diversity of age and race/ethnicity among the classified staff. The ratio of females to males is 5:2.

Table C

AGE	ASIAN	AFRAM	FILIPINO	LATINO	WHITE	UNKN	TOTAL
21-30	3	0	0	0	0	1	4
31-40	1	2	3	1	1	1	9
41-50	2	8	2	3	3	0	18
51-60	3	10	2	4	8	0	27
61+	1	6	0	2	3	0	12
TOTAL	10	26	7	10	15	2	70

Source: PCCD Legacy System

Table D

GENDER	ASIAN	AFRAM	FILIPINO	LATINO	WHITE	UNKN	TOTAL
FEMALE	7	18	6	7	12	1	51
MALE	3	8	1	3	3	1	19
TOTAL	10	26	7	10	15	2	70

Source: PCCD Legacy System

There are three top-level administrators (President, Vice President of Student Services, and Vice President of Instruction), two deans, and two directors. The gender and race/ethnic breakdown is two males (African American and White) and five females (3 African American, 1 Latino, and 1 White).

EVALUATION

Compared to other like-enrolled colleges, there appear to be an insufficient number of counselors, managers, and classified staff, including custodians and a webmaster.

3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

DESCRIPTION

The Peralta Community College District has established policies and procedures (BP 1.18 and 3.26) regarding fair employment procedures. Board Policy 3.1 prohibits discrimination and discriminatory harassment toward employees. The Human Resources Department also provides detailed guidelines to all hiring committee members regarding non-discrimination, equity, and fairness in the hiring process. [15]

EVALUATION

PCCD written policies and procedures have been developed and refined to ensure fairness in employment procedures. Administrators have extensive training in board policies and take the responsibility of implementing those policies seriously. The college president closely monitors all hiring activities in the college.

Questions have arisen in the College Council about the lengthy amount of time that is often taken in the hiring process. The extensive timeframe often discourages the best applicants. Communication between applicants, district Human Resources, campus committees, and administration has sometimes been inconsistent and lacking coherence; however, written policies and procedures are sufficient to insure equity and fairness in employment practices.

b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

DESCRIPTION

All employees have access through the new PeopleSoft PROMT system to the contents of their individual personnel files. [16] All other confidential information is held in the Human Resources Department at the district office. The processes for reviewing personnel files are located in the various collective bargaining agreements and State of California Education Code.

All paper-copy personnel information is held in confidence by the Human Resources Department at the district office. The release of personnel records (outside of public information) must be approved by the employee through a signed statement. However, all employees have access to the contents of their paper-copy personnel files. An employee may request to review his/her personnel file in the presence of Human Resources staff. Employees are encouraged to add to their personnel file any additional training and other supplementary documents to complete their records.

EVALUATION

Personnel files are held in confidence and are filed in a secure system at the district office. Managers have access to personnel information on a need-to-know basis only. While the new PeopleSoft/PROMT system is complex and sometimes difficult to access, this system does make the information more secure and access to confidential information is more restricted than in the legacy system. While training on this and the accompanying Passport student registration system has been better than previous district-wide installations and training, the need for ongoing workshops and other technology-related training on this system for current and new faculty/staff is crucial.

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

a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

The college has included a commitment to equity and diversity throughout its institutional documents. The mission of the college states that the institution "serves the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals."

All faculty job descriptions contain the following statement: "The (PCC) District is strongly committed to achieving staff diversity and the principles of equal employment opportunity. The District encourages a diverse pool of applicants and does not discriminate on the basis of race, color, national origin, ancestry, sex, age, religion, marital status, disability, or sexual orientation in any of its policies, procedures or practices."

Board Policy 3.03, Affirmative Action Policy, establishes a Faculty and Staff Diversity Plan pursuant to Title 5, Section 53003. Board Policy 3.12, Civility and Mutual Respect, speaks to fostering an environment that maximizes student learning and employee performance, and a climate of civility among faculty, staff, students and members of the Board of Trustees. Further, the minimum qualifications of all job descriptions note that the applicant must have an "Understanding of, sensitivity to, and respect for the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students."

In addition to serving a diverse student population, the college offers opportunities for faulty and staff to be involved in workshops and presentations that honor their diversity, such as a seminar series on cultural diversity and learning styles. Faculty and staff assist and/or sponsor events such as the following: English as a Second Language student orientation; EOPS and CalWORKS orientations; Latino, African American, Native American, Arab, and Asian heritage events; National Coming Out Day as part of the Gay/Straight Alliance; and People with Disabilities Day.

To promote understanding of issues of equity and diversity, instructional faculty are encouraged to choose texts for their courses that exhibit multicultural and/or multi-perspective points of view. In particular, English faculty members review and choose texts based, in part, on their inclusion of multicultural topics or authors.

Faculty mentors participant in the Faculty Diversity Internship Program. [25]

EVALUATION

Understanding of and appreciation for diversity is a core value of the College of Alameda. The college's Vision Statement reflects a commitment to provide an inclusive environment in which students develop a sense of global citizenship. The college's mission is "*to serve the educational needs of its diverse community.*"

b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

DESCRIPTION

The district follows Equal Employment Opportunity policy in all its hiring procedures; candidates are expected to demonstrate sensitivity to-- and ability to work with-- the diverse academic, socioeconomic, cultural, and ethnic backgrounds of students, faculty, staff, including ethnic minority group identification, national origin, religion, age, gender, sexual orientation, race, and color as well as physical and mental ability.

The district monitors the success of equal opportunity in its recruitment, selection, retention, and promotional policies and procedures by monitoring outcomes to assure that there is no adverse impact against any person or group of individuals, due to ethnic group identification, national origin, religion, age, sexual orientation, gender or race.

Evidence on diversity in staffing was provided above in IIIA Question 2.

EVALUATION

The college meets this standard as evidenced in the college's institutional documents, the district board's policies, research documents, and state reports used in the development of program reviews and unit plans. Additionally, the Institutional Climate Survey shows that 78% of the faculty and 57% of the staff agree that COA is consistent with its commitment to the significant educational roles played by persons of diverse background. [13]

c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

DESCRIPTION

Through its representative bodies, the institution has established avenues for advocacy for administrators, faculty, staff, and students. The advocacy groups for faculty are the Peralta Federation of Teachers and the Academic Senate. Advocacy groups for classified staff are the SEIU Local 1021, I.U.O.E Local 39, and the Classified Senate. The Associated Students of College of Alameda advocates for students. District-wide policies assure integrity in the treatment of administrators and non-represented/confidential employees. The District has a Director of Employee Relations to provide oversight on non-discrimination and equal opportunity policies. [6, 7, 17, 18]

In addition to advocacy groups, the institution is guided by policies, procedures, and statutes, such as the Americans with Disabilities Act, in its treatment of all constituents. The district has specific policies which are published in the college catalog [19] and include the following:

- Policy Prohibiting Discrimination
- Implementing Procedures Prohibiting harassment or discrimination towards students because of their Sex, Race, and/or Disability
- Sexual Assault Policy and Procedures
- Student Grievance Procedures
- Student Conduct, Discipline, and Due Process Rights

As mentioned above, the Associated Students of College of Alameda is organized according to their constitution and bylaws. The ASCOA president meets regularly with college administration and sits on all shared governance bodies. They are advised by a classified staff member who assures that they adhere to college and student government regulations.

EVALUATION

The institutions treatment of its administration, faculty, classified staff, and students is guided by advocacy groups and district-wide policy and procedures, which are clear and consistently followed. Relations between faculty and staff advocacy groups and the

administration at COA are collegial and respectful. Shared governance committees are inclusive and usually operate on a consensus basis. Students are invited to participate in shared governance and their voice is respected. All groups work together for the shared aim of educating students.

Furthermore, the District has hired a Director of Employee Relations to provide oversight on non-discrimination and equal opportunity policies. 40% of the faculty and 21% of the staff agreed that the personnel policies and processes at COA result in fair and equitable treatment of all personnel.

5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

DESCRIPTION

In 2005-2006, the Peralta Board of Trustees developed several directions and priorities for district strategic planning. One of these priorities is Human Resource Development, to "provide training and professional development for all employees." [20]

The Peralta Community College District currently provides training for all:

- **Manager's College**
  PCCD implemented ongoing management training in the spring of 2007. The Manager's College meets once during the winter and two to three times per year though the academic year. The Manager's College has covered strategic planning issues, team building and leadership training, as well as "Nuts and Bolts" training, with an overview of the budget, union contracts, facilities planning and purchasing procedures, with an introduction to the new district student Passport system. Other training sessions addressed Reasonable Accommodations, Employee Productivity, Effective Meetings, Enrollment Management, and Negotiating and Developing Contracts.
- **Leadership Succession Program**
  In Fall 2007, the Peralta district started a new management-mentoring program to develop leadership and potential succession planning. Participants in the program are currently meeting once a month. Members include classified staff, faculty, and administrators.
- **Selected Topics Managers Training**
  In addition to Manager's College and the Leadership Succession Program, the District has held training on selected topics, including Student Grievance and Discipline Procedures and Sexual Harassment.
- **Classified Training Program**
  A Classified Handbook has been written by Employee Relations. A formal employee orientation program for new employees is currently being developed. [21]
- **Faculty Training**
  Currently, the Office of Staff Development provides for most of the training activities for faculty. In 1989, with a mandate from SB1725 and as a result of PFT negotiations, the district implemented Flex Day training for faculty and staff, and established annual funding for faculty for education and training awards. The Peralta Community College District Staff Development Office runs six Staff Development days per year, as well as a host of other training and staff development projects.
- **Individual Projects**
  Currently faculty may earn up to 60% of their required additional education obligation through Individual Projects. These projects require individual participation

and/or would not adapt to a workshop format. In 2006-2007, the district staff development office supported 30 Individual Projects.

- **Tuition Fee Waiver**
  The District has implemented tuition waiver reimbursements for faculty and classified staff who take classes within Peralta to further professional development.
- **Conference Clearinghouse**
  The District Staff Development Office sends out electronic notices of professional conferences or workshops that are not held at Peralta throughout both the fall and spring semesters via the Peralta e-mail system.
- **Faculty Diversity Internship Program Workshops**
  The District Staff Development Office and the Faculty Diversity Internship Program partnered and sponsored the six workshops on the Multicultural Classroom in 2007-2008, and five other trainings including working with "Asian and Asian American Students," "Working with African American Students," "Getting Past the Gate Keepers: Tips for you Cover Letter, CV, and Interview." The Diversity Program in 2008-2009 includes "Becoming an Educator in a Multicultural Context," "Exploring Special Populations," "Developing Race Relations in the Classroom," "Designing Multicultural Curriculum," and others. [3, 5]

Additional Training
Employee Relations runs a series of workshops on Employee Benefits. Also, training sessions have been provided for managers on Employee-Employer Relation Matters, Sexual Harassment, Union Grievances and Contract Compliance, Evaluations, and Employee Discipline.

- Employee Relations sends Employee Relations Bulletins via email to all employees. The bulletins are related to equal opportunity, workplace issues, and employment law. [24] An additional publication, the "Manager's Journal" presents information for managers. [26]
- Risk Management runs a series of workshops on Emergency Preparedness, CPR Training, Forklift Training, Smoking Cessation, and Handling Blood Products.
- Human Resources provides various training topics, including Contract Negotiations and Hiring Of Classified and Academic Personnel.
- In 2007-2008, the District Academic Senate provided workshops on technology.
- New faculty orientations (for both contract and adjunct faculty) usually take place on each campus during the second flex day of each semester.
- Sustainable Peralta, an environmentally conscious workgroup, sponsors workshops to promote the greening of the campuses. This group received a grant for the development of sustainable/green curriculum.

EVALUATION

New programs for training of managers are now in place. Faculty programs could benefit from additional funding.

In cooperation with the college Staff Development Committee, the district Office of Staff Development should ensure that all funded professional opportunities are rigorously evaluated with an appropriate application of academic standards. Also, recipients of Staff Development funding should have ample support and opportunity for presentation of reports and results.

a. The institution plans professional development activities to meet the needs of its personnel.

DESCRIPTION

The District has increased its level of training for personnel and continues to engage in planning and expanding educational opportunities. These opportunities are referred to above.

During the recent implementation of the administrative/financial system, PROMT, and the student registration system, PASSPORT, there was clear evidence of planning and of inclusion of most college constituents.

The COA Staff Development Committee is composed of classified, faculty, and administrators who rotate in and out of the positions. The chairs of all campus committees and the District Staff Development Officer are developing procedural manuals.

EVALUATION

The introduction of the Passport system included training, but workshops for significant segments of the staff were omitted. This omission was eventually addressed, but planning and training continue to be issues that required additional attention.

Training is most effective when it supports the employee throughout his/her professional life. Educational opportunities should be supported by and well coordinated by staff development opportunities and funding so that continual advancement can be appreciated.

b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

DESCRIPTION

The Peralta Community College District Office of Staff Development uses guidelines from the California Community College Council for Staff and Organizational Development and the Community College League of California, *Evaluating Staff and Organizational Development*. [22]

Periodic need surveys from the Office of Staff Development are designed, administered, and completed by administrators, staff, and faculty.

Every session of the Manager's College is specifically evaluated.

All workshops that give credit to faculty for Staff Development education are evaluated using Workshop Evaluation forms. The evaluations are discussed within the campus Staff Development Committee meetings and in district Staff Development chair meetings. The district Office of Staff Development can generate various reports about staff development participation for the Chancellor and Vice Chancellor of Educational Services as needed.

The campus Staff Development Committee works in collaboration with the college president and the College Council. COA's Staff Development Committee and the district Office of Staff Development have websites for communication purposes.

The District Officer submits a Staff Development Day Calendar report to the State Chancellor's Office at the end of the year. The district Staff Development Day program is developed and evaluated by the Vice Chancellor of Educational Services.

Participation in Staff Development Day has increased each year. Over forty workshops in five locations were held during the final conference day in Spring 2008. During the past two years, the areas of staff development with the largest increase in participation have been (in descending order):

1. Departmental or division meetings, conferences and workshops, and institutional research;
2. Program and course curriculum or learning resource development and evaluation;
3. Staff development, in-service training and instructional improvement; and
4. The necessary supporting activities for the above. [3]

EVALUATION

Assessment of Staff Development is structured through standardized forms; they are used, along with faculty and staff surveys of educational needs, to determine future training needs. All staff development opportunities are open to all members of the college community, as appropriate.

It is felt that more time for direct campus-related Staff Development activities should be arranged. There is also a demand from campus committees, such as the Academic Senate and Curriculum Committee, for more direct input in designing and presenting essential training programs and workshops. [3]

While there have been expansions in training for managers, and the faculty program already meets the minimum requirements of AB 1725, there is a need to develop a Classified Training Plan. This plan should be reviewed, adopted, and implemented.

The development and website posting of a Master Training Calendar each year would be very helpful.

6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTION

Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement. Information regarding staffing needs is generated in discussions at the various constituent levels (faculty, classified, and managers); through the college faculty prioritization process; through College Budget Committee discussions and recommendations; and through consideration of the college's mission and goals.

The process for hiring new faculty starts with a request prepared by division deans, based on consultation with the departments, including the department chairs. The deans prioritize hiring requests based on program reviews, unit plans, program growth and need, enrollment projections, retirements, and other relevant college data and planning documents. The divisions' requests are forwarded to the Vice Presidents and the President. The list of proposed hirings is reviewed by the Academic Senate and the

College Council, and recommendations are made to the College President. The requests from each college are reviewed at the District Academic Senate. The college president then presents these recommendations to the Chancellor and the PCCD Board for approval.

Both the College Council and the Academic Senate have noted that a better scheme for developing priorities for new hires needs to be established. Using a research-based and data-driven approach will lend itself to greater objectivity in determining needs for new staff, and it will help create a better perception of equity between the competing needs of departments. [23]

For new classified hirings, proposals are developed at the department level. The request is ultimately reviewed by the College President or District Vice Chancellor, and is subject to the Chancellor's approval and funding. The college works with Human Resources concerning college needs and the appropriateness of the classification of each position.

Hiring decisions for administrative positions are made by the college President or District Vice Chancellor. The requests are then brought to the Chancellor for approval.

EVALUATION

The Institutional Climate Survey finds that only 26% of both the faculty and staff agreed that human resource planning is integrated with institutional planning.

While the decisions for hiring requests are firmly rooted in the shared-governance process, it is still unclear how these requests are prioritized. Ultimate decisions are usually shaped by fiscal constraints. Given the fiscal constraints under which the college operates, it is difficult to achieve the level of staffing that would create a robust work environment.

PLANS OF ACTION

- **Primacy of Teaching and Learning:** In cooperation with the college Staff Development Committee, the district Office of Staff Development should ensure that funded professional development opportunities are rigorously evaluated and assessed for appropriate academic standards.

- **Limited Resources:** Additional permanent streams of funding should be developed for staff development. Models from other PCCD colleges should be investigated.

- **Communication, Processes that provide clarity, consistency, transparency and accountability:** The Office of Human Resources will continue to provide ongoing training sessions in the area of recruitment and selection, continue to develop procedures, guidelines, and improve communication to help expedite the hiring process, and, together with appropriate constituencies and the Office of Staff Development, develop a master training calendar.

- **Processes that provide clarity, consistency, transparency and accountability:** Existing procedures for classified evaluations should be clarified, consistently applied, and communicated effectively. Accountability should be determined for conducting and completing classified staff evaluations. COA Deans and VPs will document that a good-faith effort has been made to clarify the classified staff evaluation process; evaluation of classified staff will begin during the 2009-2010 academic year.

- **Primacy of Teaching and Learning:** Due to various procedural and staffing issues, full-time tenured faculty are not evaluated on a regular basis. The college requests that all appropriate campus and district representatives necessary to the process join together with the district Human Resources Department to clarify and stabilize a process. A systematic evaluation process for full-time tenured faculty will in place and utilized starting in the 2009-2010 academic year, and it will be sustained annually.

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4. Institutional Climate Survey [ICS]
5. Faculty Diversity Internship Program Flyer
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8. Faculty Evaluation Policies and Procedures Handbook, 2005
9. Peralta Federation of Teachers Contract 2007-2009 http://www.pft1603.org/
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14. SLO Committee and resources web site http://www.peralta.edu/coa/library/slos/index.html
15. PCCD Data Files and/or President's Office Records
16. PROMT System individual personnel web site found @ https://staff.peralta.edu/psp/PAPROD/?cmd=login
17. SEIU Local Web site -- http://www.seiu1021.org/
18. IUEO Web site -- http://www.iuoestateunit12.org/archive/index.php
19. College Catalog -- http://alameda.peralta.edu/homex.asp?q=homepage
20. Strategic Planning Web site/Documents -- http://www.peralta.edu/apps/comm.asp?Q=178
21. Classified Handbook -- http://www.peralta.edu/apps/comm.asp?$1=264
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23. College Council Minutes (dates)
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25. Faculty Diversity Program Flyers
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Standard IIIB
Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

DESCRIPTION

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

The central campus is comprised of four original buildings constructed between 1967 and 1970: Building A, which houses administrative offices, classrooms and instructional laboratories; Building B, which houses the Auto Body and Paint program and the Automotive Technology program; Building F, containing the Student Center, ASCOA offices, health services, cafeteria, and bookstore; and the conjoined Buildings C and D, which houses classrooms, science and computer labs, Programs and Services for Students with Disabilities (DSPS), Extended Opportunity Programs and Services (EOPS) offices, and instructional division offices. There are 81 classrooms including lecture and laboratory rooms, and 42 restrooms. Buildings added since the college's original construction from 1976- 1989, are: the G building which houses the gymnasium and dance and music studios; the L Building, home to the Library and Learning Resources Center; the Child Care Center; and the E Building, which houses the Diesel Mechanics program. Additionally, the college has nine tennis courts, an all-weather track, and a hardball playing field. [1]

The College of Alameda (COA) Safety Committee is charged with the responsibility for recommending college policy in the areas of health, wellness and safety. Members of the committee include faculty, staff, and the campus Safety Officer. The Business Manager is the Safety Officer. The College Council makes recommendations to the President regarding both facilities and safety concerns and issues.

Members of the Committee participate in the inspection of college facilities to promote a healthy, safe, and secure environment. The committee also reviews health and safety problems, recommends activities for corrective action, and assists in training staff and students regarding potential health and safety hazards. The college has sponsored multiple workshops and seminars addressing disaster recovery for the college, district, and the community. [2] The Safety Committee maintains open communication with other Peralta colleges regarding similar health and safety issues.

The Committee, with the assistance of the district Risk Manager, has increased safety and security at the college by several means, including increasing exterior lighting and emergency phones, educating students to the advantages of smoking cessation, and requesting that safety aides are available whenever classes are in session. The Committee may involve the College of Alameda's Management Team for further input,

discussion, and evaluation of health and safety issues. The college has also participated in several risk management surveys including a district-wide Risk Management Survey by Southern California Risk Management Associates. A "College of Alameda Chemistry [Lab] Inspection Report" by Carol Nolan, and a "Science Lab Risk Assessment of Buildings C & D" by SCA Environmental, Inc., Engineering and Environmental consultants. [15, 16, 17] The information gathered should be used as a tool to further evaluate health and safety concerns at the college.

The off-site facilities use the same process that on-campus sites use for safety and security. Inspections are conducted by college and district staff. In addition, inspections by the district Risk Manager will include recommendations for removal of hazardous waste materials if they occur at the off-site facility.

The online work order system allows staff and faculty to submit work requests to the district. College work orders are sent, via email, to the college Business Office after manager approval. Safety issues are given top priority.

The COA Facilities Committee is charged with making recommendations relating to the use of college facilities and reviewing developments for major capital improvement projects. In June 2006, a Measure A bond in the amount of $390 million was approved by voters for the Peralta Community College District. The committee also reviews priorities for these funds as the need arises. The committee's membership includes faculty, staff and administrators. [2]

The college and the district Educational Master Plans and Facilities Master Plans are utilized throughout the planning process. [3, 11] A College of Alameda "Five Year Construction Plan 2009-2013" was revised in 2007. [4] The majority of planning will occur in two phases:

- Phase I— includes site assessments, development of infrastructure bridging documents and utility plans, as well as the preparation of maintenance and operational standards.
- Phase II— includes site master plans, prioritizing of major capital building projects and the preparation of bridging documents.

Currently underway is a review of existing structural conditions and an examination of functionality issues. This evaluation process includes a survey of faculty and staff. Results of this survey will impact the district's decision-making about subsequent repairs and upgrades. Building walkthroughs are to be conducted by the district staff and planning consultants. College users, including custodial staff, maintenance personnel, faculty and other stakeholders, will have input throughout the process. This evaluation will assist with the creation of the district-wide Facilities Master Plan. After establishing the criteria for the college and district-wide plans, the college will make recommendations for campus facilities improvement.

The campus administration and classroom building, Building A, is currently being renovated, with Buildings C and D approved for renovation by the Peralta district and the state. During summer 2008, renovation is scheduled to begin on the G Building, which includes expansion of the weight room and music and dance room upgrades.

The Business and Administrative Services (BAS) office conducts ongoing facilities evaluations, the results of which are shared with the district's Facilities Committee. Both the district Risk Manager and the Director of the Physical Plants inspect and evaluate maintenance needs and concerns. The information received during these processes is

forwarded to either the college and/or district maintenance or engineering departments, as appropriate.

Equipment replacement and maintenance is determined by the college at the department and division levels. Annually, all instructional and office equipment needs are reviewed, discussed and evaluated. These needs are incorporated into unit plans for each department.

Because of the availability of a new funding source for equipment and facilities (Measure A bond funds), the college underwent an extensive review of equipment needs. This process was initiated with reference to the COA Educational Master Plan and Facilities Master Plan. The Facilities Master Plan is periodically updated to determine and prioritize equipment, maintenance. and building needs. [11]

EVALUATION

Results from the Institutional Climate Survey show that 36% of the faculty and 43% of the staff agreed that COA provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery. Only 21 % of staff and 17% of faculty agree that the college has "established criteria to determine the sufficiency of its classrooms, laboratories, and other facilities." [5]

a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

DESCRIPTION

The Business and Administrative Services Manager (BAS) at the college is responsible for communicating the physical plant needs of the institution to the district office and/or college staff. The BAS Manager, in coordination with the district, arranges for delivery and receipt of supplies, pest control, garbage collections, disposal of hazardous materials and processing of utility bills. The BAS Manager also oversees facilities use, and safety coordination. The Director of the Physical Plant Office at the Peralta District Office has administrative responsibility for the maintenance of grounds at College of Alameda.

COA Custodial Services staff consists of one lead and seven general custodians. Three engineers assigned to the college and complete work orders under the supervision of the Business and Administrative Services Manager. The engineers attend to the mechanical and utility systems repair and maintenance. In May 2008, the district physical plant office increased the number of engineers from one to three, and assigned two grounds employees to the campus. The increase of personnel will contribute to a safer, cleaner, and more pleasant campus.

College of Alameda ensures safe access to facilities by constantly reviewing, discussing, and evaluating the entire college. These discussions may take place in the Facilities or Safety Committees and may involve student, staff, faculty, administrators, community members and/or district personnel. The City of Alameda and the local fire department also conducts ongoing inspections to address facility access and safety issues. The information is shared with both district and college facilities committees.

Access for disabled students is a high priority at the college and district. The college receives input from the campus Disabled Students Program and Services (DSPS). This input includes creating priorities, and, when necessary, alternative and temporary measures to ensure that disabled students, staff and visitors at the college facility have access to programs and services. In 2008, the district hired an architect to analyze compliance with the Americans with Disabilities Act (ADA).

COA Facilities and Safety Committees, management team, faculty, and staff are all involved in the evaluation process to improve and update facilities. The college evaluation process includes each department identifying facility and equipment needs. Currently, equipment needs at the college have been identified, prioritized and many of the items purchased. The Facilities Master Plan continues to guide building construction and innovation.

EVALUATION

The College of Alameda utilizes all facilities with an emphasis on benefit for students and the community. However, maintenance and cleanliness of the facilities has been an ongoing issue for the college. In 1990, a National Standard Report for custodial staffing levels at the college recommended a staffing level of 14.7. The college has been operating for over 18 years at a staffing level of 9.0. There are insufficient personnel to get basic tasks accomplished, and little flexibility for special cleaning and maintenance projects, and coverage for vacations or other absences. The staffing levels are also of additional concern as facilities are being upgraded and new programs added. The 2003 Self Study for Accreditation stated that custodial services are inadequately staffed to maintain cleanliness at the college. It is important that the college be able to provide a reasonable level of quality as recommended by the report.

Although evaluation of safety and facilities is ongoing, with inspections done both internally and externally, the inspection information is not adequately shared with the broader campus community. This lack of information sharing has created misunderstanding and distrust by the campus community about the maintenance and safety of its physical resources.

b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

DESCRIPTION

The Safety Committee makes recommendations to the College Council with regard to health and safety issues. The committee reviews disaster/emergency preparedness and response, fire and earthquake information, American with Disabilities Act compliance, and campus signage. The Safety Committee conducts several fire drills per academic year. The Facilities Committee is actively involved in physical resource planning at the college and the district level. This process ensures that new and renovated facilities support programs and service needs.

Since 1996, Peralta District has contracted with the Alameda County Sheriff's Department for the security of Peralta campuses. Statistics in the Personal Safety Handbook indicate that criminal activity on the College of Alameda is very low. [6] The

sheriff's dispatcher is available 24/7, and a sheriff is assigned or otherwise available to COA every day (Sunday – Saturday).

In addition to the sheriffs, the college provides Safety Aides to assists in maintaining a safe campus. Safety Aides patrol the campus in the day, early evenings, and Saturdays. For Weekend College courses held on Sunday, the college has hired a private security firm.

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

Board Policy 6.62 governs hazardous materials management. There are several areas on campus that deal with hazardous materials. These include health services, biology, chemistry, diesel mechanics, dental assisting, aviation, and auto body and paint. The district Risk Manger, in coordination with the campus Safety Officer, has instituted disposal methods for hazardous materials and has had training programs. [7]

California Integrated Waste Management Board approved the College of Alameda Waste Management Plan in December 2001. This plan coordinates the removal of campus waste and the recycling of appropriate materials. These include food waste, glass, paper, plastic and scrap metal. As of September 2008, recycling bins have been placed at various locations on the campus to promote the Sustainable Peralta initiative. [8]

EVALUATION

The college, working in conjunction with the district, continues to address facilities maintenance issues in an effort to provide safe and secure access for students, faculty, staff and the community. Because of the ongoing evaluation process begun in May 2008, the district has assigned additional engineers to each campus to maintain the facilities. In addition, a chief engineer will also be assigned to the college. Therefore, decisions on programs and service needs can make more efficiently reviewed, discussed, and evaluated.

2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

DESCRIPTION

The college Business and Administrative Services (BAS) Office conducts ongoing facilities evaluations and distributes this information to the district Facilities Committee. The Business Manager and the district Risk Manager, in collaboration with district General Services personnel and planning consultants, review existing facilities conditions by conducting inspections throughout the campus. College constituents, including custodial staff, maintenance personnel, faculty and other stakeholders, have input into the process via the Facilities Committee and the College Council. In addition, the updated district-wide Facilities Master Plan will be structured so that the college will make its own recommendations for facility improvements.

The status of current equipment and the need for new and replacement equipment are documented in departmental unit plans. Requests from other college departments and services are made through the respective managers. Equipment needs are then reviewed, discussed and evaluated as part of the annual unit plan review and budget process. The Department Chairs Committee and the management team review a composite list. The list is then shared with other college constituents, as appropriate, for review and discussion. The Budget Advisory Committee reviews the requests for new expenditures.

Recently, the college went through an extensive review of equipment needs due to the availability of Measure A bond funding. This process reflected the COA Educational Master Plan (which included the Facilities Master Plan), and was specifically updated to determine and prioritize equipment, maintenance and building needs.

EVALUATION

Since 2005, the college has made great progress in effective planning and budgeting for equipment and facilities purchase as well as replacement, and renovation via the implementation of its Unit Plans and Integrated Planning and Budgeting Process.

Faculty, staff, and, administration provide input into this newly developed process to address new and replacement equipment needs on an ongoing basis. The process for the renovation and construction of new facilities is discussed above (Question 1).

The district's annual Five Year Capital Outlay Plan is being incorporated into an updated and revised Facilities Master Plan to help identify new opportunities and solutions to unresolved issues and needs. [9]

Central issues of concern include: prompt and clear communication about equipment and facility needs; accountability and follow-through in processing replacements and repair; and efficiency in the purchasing process. The district service centers are integral to the resolution of problem areas.

a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

DESCRIPTION

The PCC District supports the planning goals of the College of Alameda. The goals of Peralta Community Colleges District management include fully integrating "the planning, assessment and budget process in order to be more effective and efficient and to make full use of institutional research and effectiveness indicators" and to "restructure the District's budget and budget process to further improve financial efficiency to reflect the goals and priorities of the District and provide a rational basis for allocating the financial resources to the primary cost centers."

Planning for capital improvement at the college of Alameda is integrated with the college's mission, vision and goals. The college evaluates facility needs based upon data from the Educational Master Plan and the Facilities Master Plan. Under Phase II (see Question 1), the district works with the college and stakeholders to develop a priority list of major capital building projects. This collaboration effort ensures that long range capital projects are linked to institutional planning.

The College of Alameda Integrated Planning and Budget Process allows for the dovetailing of financial and institutional planning with internal input from all college constituents. [10] The Educational Master Plan, which guides and directs, links institutional planning to financial planning. [11]

Faculty and staff participate in updates through the use of annual unit plans and periodic program reviews. Alignment with the college mission, goals and objectives as well other planning documents are required for any spending or budget proposals. A review of all proposals is made by the College Council which, in turn, submits expenditure recommendations to the President. If accepted, the managers implement the approved plans. [10, 12]

EVALUATION

If the college and district-wide strategic planning processes continue to evolve as established, with efficient communication, clear directives and procedures, and ample input from the college, then long-range institutional improvement goals and projects can be successfully accomplished.

However, it is unknown at this time if long range budget planning has been done for future costs of ownership. It has been communicated to various college constituents that district planning groups and personnel are currently working on a budget allocation model for this purpose. [13]

b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTION

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

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

EVALUATION

College of Alameda fully participates in the PCCD planning process. The college is fully engaged in drafting a strategic plan that includes or is informed by annual unit plans, program reviews, a technology plan, and a facilities plan. These planning documents will be regularly reviewed and integrated into our Educational Master Plan. The Educational Master Plan is expected to be used to inform the district-wide strategic plan. This organizational structure is reflected in documents found on the district "Strategic District-wide Strategic Plan Vision, Goals and Values" web pages. [14]

While institutional planning at this detailed level is new for the college and the district, the overall evaluation by the various constituents is positive. However, survey data, as mentioned above, suggests that information about the facilities process, including

safety, maintenance and upgrades, needs to be more widely disseminated to the campus community. [5]

PLANS OF ACTION

- **Communication:** Incorporated within the institutional effectiveness plan is a reporting mechanism for all college committees to provide oral reports to the Council and Academic Senate and where applicable, to the Classified and Student Senates. Such reports (health, safety, expanding facilities needs, etc.) can emanate from evaluative studies, college planning documents, proposed survey criteria, and/or proposed plans for building renovations and acquisitions.

- **Evidence-based Practice:** The Safety and Facilities Committees, in collaboration with the Research and Planning Officer, and using college planning documents, risk management reports and surveys (e.g. revised Facilities Master Plan, PCCD District Facilities Risk Management Survey), and other appropriate sources, including faculty/staff proposals, should compile a list of safety and facilities issues affecting programs and services. These outcomes should be measurable and systematically evaluated annually by the Safety and Facilities committee members and shared with the college's aforementioned governing bodies and appropriate District departments.

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Standard IIIC

Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research and operational systems.

a. Technology services, professional support, facilities, hardware and software are designed to enhance the operation and effectiveness of the institution.

DESCRIPTION

College of Alameda (COA) technology resources support the learning programs and services by providing students, faculty, and staff with appropriate hardware and software based on the instructional, student services, and other professional needs of the users. Using a bottom-top process, as exemplified in the college's new Integrated Planning and Budget Cycle, the campus community has developed a growing awareness of the need for consensus, oversight and healthy dialogue about technology resources and services that can, in turn, enhance the operations and effectiveness of the institution. The college is in the initial phases of this new practice and needs to be vigilant to assure the ongoing effectiveness of the planning cycle. Both the College and District have invested in technology, with substantial allocation of funds directed to district Information Technology (IT) personnel, software, administrative systems, and district-wide infrastructure. This investment includes offering staff desktop support (helpdesk), data networks, and server operations for technology that benefits programs and services district-wide. [1,2,3]

Two of the most recent examples of district-wide technology resources are administrative systems developed by Peoplesoft: PROMPT (Finances) and PASSPORT (Student Administration Systems). The implementation of both these administrative and instructional systems was begun in 2005, with the PROMPT system being rolled out in spring 2006 and PASSPORT having a go-live date of summer 2008. Development and refinement of these utilities are ongoing. The various modules developed as a result include: financial services and purchasing; human resources; faculty course management; enrollment; and student user components. As these modules continue to be modified and revised, they will constitute a major improvement to the functionality of administrative systems that impact the college's online registration and off-campus student access to college information and resources. [8].

The college's technology staff, the IT Team, is dedicated to providing technology resources that fulfill instructional, services, and administrative needs. Their motto is, "Always striving to advance IT for the betterment of our users." [7] Information technology goals and values are outlined in the Educational Master Plan (2007-2008), the Institutional Action Priorities with Action Plans (2007), and the Institutional Learning Outcomes (2006-10). The college's value statements include

these goals: "empowering innovation," and "extending opportunities in technology." [2]

Support for technology is included in at least three college priorities, including:

- Student Success: Develop and implement policies and procedures that use technology to communicate relevant information to existing and potential students;
- Teaching and Learning Excellence: Provide, use and maintain current and innovative technology in the classrooms, instructional labs, support services, distance learning environment and the library; and
- Resource Management: Develop and implement a Technology Master Plan [2]

Also, included in the college's institutional learning outcomes is support for student learning outcomes; as a result of their experience at College of Alameda, students will bring to the community the foundation skills such as the ability to demonstrate information competency and technological literacy. [2]

These priorities and goals have been developed as part of the over-all planning for the college and, by extension, as planning for technology at the district level. Planning for technology has traditionally been decentralized at the college. Since 2003, steps have been taken, using the shared governance structure, to create a more comprehensive framework for developing a college-wide technology strategic plan. Central to this endeavor has been a proposal for the creation of a teaching and learning center to be called *The Center for Creative Technology Integration* (CCTI). [5]

The proposed CCTI will address many of the training and access issues identified in the Campus Climate Survey and mentioned in various parts of this self-study. [10] The center will house standard and other teaching technologies that faculty, staff, and students can use. Faculty can be trained in educational software, and they can bring students for individual and workshop training in online and software applications necessary for course work. Specific forms of training, including Round Tables and Best Practices, are proposed. In addition, the CCTI will foster regularly scheduled faculty discussions about the use of specific tools with one-on-one support. The CCTI training center will also be used to train all staff, including teaching assistants and tutors in the uses of PCCD systems. [5]

All technology plans, although developed at the campus level, must be presented to the District Technology Committee for approval. COA's plans for technology are also aligned with goals identified in the California Community Colleges Technology II Strategic Plan (2002-05) as well as with the older but still valid Telecommunications and Technology Infrastructure Program (TTIP). [4]

Discussion about college technology needs takes place in several ways, including: faculty surveys; direct contact with individual faculty and staff; and departmental, division, managerial, and shared governance committees. Decisions regarding the effectiveness of various hardware and software occur in the same committees or disciplines that determine IT needs. Proposals concerning technology needs are also brought to the President's Cabinet, consisting of college managers, as well as to representative shared governance constituency groups described below. Also, the Department Chair Committee, a recently created administrative body (elections were

held in fall 2007), will now play a key role in foregrounding and prioritizing technology needs for instructional programs. Annual priorities for technology purchases are recommended and/or approved in the college's Integrated Planning and Budgeting process. This process includes discussion and analysis of proposals and data by the Budget Committee, Presidents Cabinet, Academic & Classified Senates, and in Departmental/Division meetings. The prioritized results are then submitted to the Business Office, with final recommendations made by the College Council who forward them to the President.

The special needs of technology-driven courses as well as the evolving needs of "traditional" courses are addressed by the individual faculty and/or departments affected. Courses using emerging technology innovation include those in the following programs and disciplines: computer information systems; digital publishing and web media; computer applications and business technology; accounting and management; career development and college success; nursing; library research; and most instructional departments. Individual requests for resources are approved by the appropriate area managers and the Office of Instruction, and are then processed by classified personnel and business office staff at the campus and at the district level.

At various times, the Technology Committee has set up sub-committees, including the now dormant Web Sub-Committee and the very active Distance Education Sub-Committee. This last committee has taken the lead throughout the district in planning for development and expansion of online learning. As a result, the college is developing a vigorous online learning program. For example, during the 2007-2008 academic year new online or hybrid course increased by 325%.

Information Technology (IT) TEAM

Since the last accreditation cycle, the College of Alameda has integrated information technology into a more unified service-oriented, open, and efficient department. The campus IT Team maintains the instructional and administrative networks on campus and coordinates with the district for many shared services, including: Web-based resources for e-mail (Microsoft Office Outlook); CCC Satellite Network access in L237 that provides stable connectivity from CalREN; wireless internet access on campus; data collection via [lab login system] for open and instruction computer labs (e.g. Math, Writing, ESL, and DSPS); Cyber Café computer/online access; Library instructional technology, servers, and operating systems; Library research workstations (GoPRint, Horizon, Public Web Browser, Passport); the student services enrollment systems and SARS; and the LRC student tracking system. A total of 398 computer workstations are located on campus, with many available for users in classrooms, labs, and open areas using a wide area network system. [1]

The college has 15 computer classrooms and labs, including the general classrooms, the Learning Resources Labs, the Library Research Workstations, and two computer labs for the FAA Certified Aviation Technology and Maintenance training program in facilities located at the North Field of the Oakland Airport. The state of hardware and software availability, and readiness of the labs, varies based on use, staffing, and funding. The college employs two full-time Network Coordinators, one Department Network Coordinator, one part-time Computer Network Technician, and one student assistant technician.

The IT Team maintains 18 servers on campus, divided into separate instructional and administrative networks. As a part of the state educational network initiative in California, connectivity between the instructional network and the district network is via a DS 3 (Centric) line. Connectivity between the administrative and District networks is via a dedicated T1 line. Upgrade and expansion of wireless access to the internet, using a wireless LAN (WLAN) 802LG IEEE standard, has been a great resource for our students and is accessible in the Library and LRC as well as in many other campus locations. [15] Technology resources and issues of access for Distance Education (DE) learners have been a priority for the college. The IT Team has assisted the Distance Education sub-committee in the areas of reliability, disaster recovery, privacy, and security through a combination of contractual arrangements and IT capabilities. The course management platform is contracted through *Etudes-NG*, an iteration of the Sakai open source platform. *Etudes* and all course management systems are contractual agreements authorized by the district [9]. *Etudes* was developed by Foothills College, which continues to host the utility. After spring 2009, the district is scheduled to migrate to a new course management platform, *Moodle*. *Moodle* is a free open-source course management program currently being hosted at Berkeley City College. Specific implementation details are being developed now by campus DE Coordinators working with district office staff. Merritt College began offering online training courses for district faculty on *Moodle* in the summer 2008 term.

The COA IT Team has established, and shares with the district, contractual partnerships with approved vendors and wholesalers, including ICON (copying), HP, Cisco, CPX (wholesalers and middlemen), and CENIC, mentioned above. The college is still a CISCO Certified Academy; however, this program is currently not offering courses because CISCO faculty is conducting a feasibility study to assess the possibility of moving to a fee-based status.

Individual disciplines and support services users have deemed campus technology to be effective in meeting a range of needs. The IT Team stays current of technology trends. However, with the revision of the Educational Master Plan, informed by the development of a college-wide technology plan, the operation and effectiveness of college technology will require further assessment. In the process, technology resources and proposals for technology development will be evaluated and prioritized through campus-wide dialogue and planning.

LEARNING RESOURCES CENTER LABS

The Learning Resources Center) LRC Labs are housed on the second floor of the L Building and consist of the Writing and ESL Labs, the Math Lab, and the Open Lab. See Standard IIC for a detailed description of the center. LRC technology hardware and software is driven by student use and need. The LRC, with the help of the college IT Team, provides and maintains the latest editions of standard educational and productivity software. Student schedules are linked to the campus student tracking system (SARS), which enables faculty to track student use of LRC resources. SARS also assists the LRC Coordinators in identifying and addressing gaps in appropriate learning levels and content area applications.

LRC Faculty Coordinators are standing members of the Curriculum and Technology Committees, through which they communicate with the broader campus community. As a result, Coordinators appointed to the Curriculum Committee have direct knowledge of course content as new courses are

developed and course outlines updated, thereby enabling immediate identification of new LRC technology needs. The Coordinator appointed to the Technology Committee reports technology needs to the committee and receives updates regarding new technology that could then be integrated with LRC services. This kind of two-way communication with the whole community is essential for developing LRC technology that reflects actual curricular needs.

The IT Team works closely with LRC Faculty and Administrative Coordinators to insure that all LRC networks are properly updated and configured between terms and makes certain that deliverable dates are always prior to the first day of the term. Additional and subsequent adjustments to software installation(s), and other necessary changes to configurations, are consistently communicated to IT by the LRC Coordinators, who prioritize these requests.

AUDIO-VISUAL SERVICES

Audio-Visual (A/V) Services staff members support the college's mission and student learning by providing high quality media resources to College of Alameda faculty, staff, and students. Audio-Visual Services prioritizes the development of new technology as made available by the college. This area of the college is currently under going a review of services, functions, goals and objectives. A restructuring and development of A/V that would reflect contemporary information technology (i.e. streaming audio/video, online reserves, etc.) is under discussion. [1] As part of this development, traditional hardware A/V services might diminish to allow more direct coordination with the college's network capabilities and resources, and with the proposed teaching and learning center (i.e. The Center for Creative Technology Integration, CCTI). A/V strives to expand access to media hardware/software in the rapidly evolving field of Media studies despite staff and funding limitations. Audio-Visual Services are made available to administrators, part-time and full-time faculty, and staff and students. A/V equipment is delivered, set-up, and operated on campus (classrooms, meeting rooms, and public areas). A/V assists in planning and coordinating media technology for all college special events in conjunction with a variety of faculty, administrators, and staff. The organization, budget, and managerial structure of the Audio-Visual Department are currently under review. One consideration is the feasibility of restructuring A/V into Media Services with IT, creating Technology Support Services. There is also a need to establish a Library Multimedia Collections and Reserves services. See Standard IIC and the Library Program Review, 2005 for more details on the Listening and Viewing Center Project.

Regular services, including access to the Reserve Collection, are provided as funding allows, or for an average of thirty-seven hours weekly. Other requests for services, delivery, and set-up are made by special arrangement s with a minimum of 48 hours notice. Special requests come from various departments. Because A/V is a one-person operation, over-time or "comp time" costs are standard. The library does not currently own any multi-media materials or resources, but it does maintain a reserve of instructional materials (mostly analog video and audio tapes) that instructors either use in class or require students to use in the library. Some of the resources available include: VCRs, DVDs, LCD projectors, laptop computers, audio video taping overhead projectors, and recording of broadcast television programs. The current reserve collection is only partially captioned. Any development or expansion of these resources must

comply with state and federal guidelines, and any new purchases must have captioning included. Statistics show a consistent need for audio-visual delivery with an average of 2,665 requests per calendar year for the last four years.

Because technology is essential to education in the 21st century, Audio-Visual Services, in addition to supporting library objectives and goals, recognize that it is critical for students to have direct access to state-of-the-art audio-visual equipment (hardware and software) that is also ADA compliant. Such access will add to the college's goal of improving student learning and student success rates. Audio-Visual Services seeks to make its resources reliable, consistent, and user-friendly. Without proper funding these efforts and expansion of the program will be difficult. The budget for A/V has been inconsistent; usually, no general funds are provided for annual costs of running the department, other than for staffing (1.5 FTE). Although budget data is incomplete and sketchy, it appears that for some years, funding, except for special projects requests, was non-existent. In 2004-2005, no funding was provided to A/V for equipment or supplies [11, Appendix F].
Since that time funding has been provided out of the Office of Instruction and through bond funds (Measure A).

DISABLED STUDENT PROGRAMS AND SERVICES

Access to computers is necessary for students with disabilities to participate successfully in post-secondary education. Programs and Services for Students with Disabilities (DSPS) at COA provide instruction in assistive technology and cognitive skills improvement. The Adapted Computer Learning Center employs two half-time instructors and one full-time Adapted Computer Technician.

Students enrolled either in Computer Access Learning Resources 211 or in Computer Access Projects Learning Resources 272 receive instruction in assistive technology appropriate to their specific disability. Adaptations include: programs to increase print size on the screen; speech synthesizers that read aloud information on the screen; voice input to allow "hands free" computer operation; an embosser for Braille output of written material; and programs that modify the keyboard. Students this technology for writing, proofreading, conducting Internet research, and other activities appropriate to their academic and vocational goals. (See document with list of assistive technology available in the Center.)

The class Improving Cognitive Skills Learning Resources 213 uses computers as a tool in teaching cognitive skills to students with specific learning disabilities or acquired brain injuries resulting from head trauma, stroke, hypoxia, brain tumor, infections of the brain or ingestion of toxic substances. Instruction includes remediation of basic mental processes such as memory, attention, concentration, perception, and orientation; retraining of complex thinking skills such as categorizing, sequencing, problem solving, abstract reasoning, and communicating; and helping students develop compensatory strategies for coping with decreased cognitive function.

The Adapted Computer Learning Center Technician functions as a lab manager and also provides technical assistance in instructional computer facilities on campus. She installs assistive technology in the library and in instructional labs for students who need specialized software. She is also a member of the COA IT

Committee and often raises issues of equal electronic access during committee discussions. In addition, she works collegially with IT staff in troubleshooting and problem solving. DSPS also provides an Alternate media service that includes learning materials in Braille, tactile graphics, print enlarging, electronic text [e-text], and books on tape. Textbooks and course materials on audiotape can be obtained from the Recordings for the Blind and Dyslexic (RFB&D). If the material is not available at RFB&D, the textbook material can be scanned by DSPS to disk so that it can be accessed electronically.

EVALUATION

Since the 2003 self-study, the Technology Committee has been reinvigorated so that it can provide more efficient and collaborative ways to approach planning for technology resources. The y committee has considered a wide range of issues, including purchase, upgrade, and maintenance of technology resources as well as goals and guiding principles to better plan for expansion and innovative uses of technology at the college. The Technology Committee is a regular standing committee of the college and a subcommittee of the Academic Senate. It is comprised of administrators, faculty, and staff representatives from all instructional and student support service areas of the college.

Following the hiring of a permanent Vice President of Instruction, the Technology Committee met to make crucial decisions regarding the creation of and/or clarity of policies and procedure that concern technology needs of the campus. Coordination of technology issues among the various college constituents to standardize hardware and software was crucial. As part of this analysis, the IT department has inventoried hardware and software in use on the campus. [5]

According to a recent college-wide survey, 26% of the faculty and 44% of staff agreed that technology resources are sufficiently used to support student learning programs and services and to improve institutional effectiveness. [14]

Among the issues addressed in committee are: Computer Roll-down Policy; new Ordering and Approval Procedures and Forms; Distance Education needs and policies for instructor training and course management systems; a hardware operating systems and applications suite as a standardized technology campus package; design and planning for new "smart classrooms"; prioritization of technology training needs reflected in the plan for a new teaching and learning center (CCTI); reconfiguration of the Audio Visual Department to reflect new technology and instructional service needs; and several crucial issues concerning the college's web page, including the hiring of a web master or web administrator. A sub-committee is currently drafting a college Technology Plan that will be included as part of the Educational Master Plan. Additional planning is necessary to clarify the role the campus technology committee will play in overall planning for the college. [15]

According to the recent campus climate survey, only 22% of the faculty, but 45% of the staff responded positively when asked if "technology criteria are used in a routine and systematic manner of meeting the needs college-wide communications, research, and operational systems." The higher positive responses of staff may be the result of recent district and college-wide cooperative planning and training in the current change in financial and student services technology (Passport and Promt).

However the lack of faculty awareness of campus evaluation process of technology needs remains a concern. [14]

Discussions about the college web site have concerned the pros and cons of the utility of web service software systems contracted by the district. The original system designed by SchoolWeb was developed and implemented in 2006. More recently a new vendor, iSITE, was contracted to redesign the PCCD web site. District consultants are still developing the site, but the "go-live" date has been postponed by the Board of Trustees. A number of issues concerning the redesign remain to be worked out by college personnel. These include: lack of participation in the design process; instability of outside personnel responsible for the project, which made communication between constituents difficult; a conflict between fundamental conceptualization of a college's web site as a marketing tool or an informational/instruction tool; the system's workability for an academic institution; security of and access for administrative users; control of academic and information content; responsibility for design; upkeep and maintenance; DSPS concerns; and recent concerns about compatibility with Section 508 compliance. These issues have been brought to the attention of the Technology Committee members and to the campus and the district Academic Senates. Discussion continues at the district level with district IT staff, the Marketing Director, and the vendor. A report is due back to the Board of Trustees no later than the November 2008 board meeting. [13]

Interlinked with the district IT and web contract concerns is the campus's responsibility for maintenance and updating of the web. Individual faculty and staff members are currently responsible for the content and maintenance of their own web pages. In many instances, departments, like the Library, Fashion Design (ADAM) & Diesel Mechanic (DMECH) programs, Student Services, and Distance Education have formed internal procedures for responsibility for design, context, and updates. However, issues still remain as to who is responsible for general campus and departmental/divisional web pages. It is incumbent on the college to help the district clarify and resolve these issues, so that responsible persons can be identified, and the creation of a useful and up-to-date website can move forward. Information and online resources are critical to students' education, progress and success.

LEARNING RESOURCES CENTER LABS

Obtaining campus licenses for development of LRC software is the responsibility of the various departments and disciplines that have direct use of the labs (e.g. Mathematic, Social Sciences, and Geography). Currently this process seems to be sufficient. However, IT is now working on increasing availability of the software into multiple labs to increase flexibility of LRC space. One member of the IT Team is assigned to specific responsibility for LRC technology needs. However, given the growth in the COA's IT operations, the current staffing and funding (once Measure A funds are exhausted) are inadequate to support the growth of technology on campus. To address this shortfall throughout the district, proposals have been made that include the following: to outsource the district's technology services; to reorganize IT at the district level; and develop new job descriptions. Before a final decision or recommendation is made to the Board of Trustees, it is imperative that the college constituents conduct a full and critical examination of the proposal.

Fall 2008 is the first tem of implementation of the Scheduling and Reporting Software (SARS) system (SARS Grid and SARS Track). SARS Track is an

automated student check-in/check-out system for measuring students' use of school services and is used in the LRC labs. The SARS Grid is an appointment scheduling software package for student service offices. IT has worked closely with lab coordinators to configure the system in each lab to maximize data input for student and course tracking. At this point, it is unknown how faculty outside of the LRC may want to use this student data; however, data required for FTES reporting is being collected and recorded accurately. The appointment of Faculty LRC Coordinators to the Curriculum and Technology Committees has increased effective communication; also, these coordinators serve as liaisons between IT, the LRC, and the campus community.

An area of concern is delivery dates for LRC technology resources prior to the beginning of the term; this area still requires greater attention and organization. As a result of several factors (e.g. numerous requests for installation of software in the lab by individual faculty; the ongoing IT issues and problems; and lack of adequate staff) the campus community needs to have more realistic expectations of delivery dates and accomplishment of LRC lab/IT requests. Faculty need to have clear points of contact through which to make software installation requests so that installation occurs in a manner that maximizes usability of software and doesn't conflict with specific uses of the LRC.

b. The institution provides quality training in the effective application of its information technology to students and personnel.

DESCRIPTION

At present, COA does not have a central location for training personnel in using the college's information technology. Training for students is provided in various locations. Besides classroom instruction, students receive instruction in student services for online access to enrollment, in the library for research and information literacy, and in the LRC labs where instruction and tutoring is focused on specific academic and basic skills subjects. Training for personnel (administration, staff and faculty) is held in various LRC and D building labs, in the community meeting room (L237), and in the Student Service's Welcome Center.

Disabled Student Services and Programs provide information technology training in the DSPS Lab for students with disabilities as an essential part of regular program and courses offerings. Campus IT and the DSPS Lab also provide and help maintain software for two computer workstations in the library for library research. DSPS provides assistance to students whose goals include transfer to a 4-year college, Associate Degree, Certificate of Completion, basic skills improvement, independent living skills, employment, and personal growth. DSPS offers academic advising, counseling, diagnostic testing, access to assistive technology, and other academic accommodations

EVALUATION

While these labs have various capabilities for training purposes and are well used, and training opportunities have greatly improved, availability of space and updating of equipment remain problematic. Some training by IT staff on the use of hardware occurs at individual workstations. However, IT is not sufficiently staffed to allow for more than minimal training during installation of hardware and software. Other training for software systems purchased and launched by the district occurs at a

number of locations on campus as well as at the Laney College Computer Center and at District IT labs. The lack of comprehensive and ongoing training, including adequate space and training personnel, has been an identified problem for the college. As a result of surveys, data collection, and college-wide dialogue, the Technology Committee and other crucial campus constituents have recommended the planning and development of a teaching and learning center, The Center for Creative Technology Integration.

Since the 2003 Self-Study, the identification of a central location for technology training has received more attention. Since the launching in 2006 of the new web provider, (SchoolWeb) the district, at the insistence of the college administration and the college's governing bodies, has increased the availability of training on new technology. In the summer 2008, Passport, the new student registration and student account utility, was initiated. Training for both of these new systems was taken seriously and was contracted out to RWD Change Management Consultants. Also, the college was instrumental in providing training opportunities for faculty interested in learning *Etudes*, the online course management utility. In fact, taking the training course for *Etudes* was made a requirement for teaching online, insuring the highest quality of instruction for online students. Ongoing opportunities for training in Moodle are currently offered at various times and places, including online courses. Since 2000, individual departments and areas have provided their own training for students, staff, and faculty in their specialized programs and software.

The library has conducted a variety of information literacy workshops during professional days for faculty; student services and the business office have, in coordination with the district, provided training to the entire campus community on administrative and financial applications. Distance education coordinators and faculty and staff working in the LRC have provide other training opportunities for full-time personnel, including adjunct distance education instructors and tutors, student tutors and community volunteer e-tutors. While training for DSPS students is excellent, there are only a few college-wide training opportunities for other college faculty and staff on DSPS services. Nevertheless, DSPS faculty and staff make regular attempts at educating the college community in state and federal regulations.

Due to staffing issues, providing ongoing 24/7 "help desk" style technology/computer assistance from district services has been difficult and inconsistent. However, due to the prompt and consistent service from the college IT team staff, most problems are readily solved. Issues related to consistency of service, training of staff, and adequate staffing remain problematic. Progress in training opportunities has been made by the district. For example, during the recent installation and launching of PassPort, the district, with the help of the outside consultant, made training sessions and online training materials readily available. Updates on the progress of these technology projects were a great help in creating both effective communication and a sense of trust between the interested parties. Another training innovation is "train the trainer," a program. In this model the college and district identifies and trains key individual faculty and staff members who then, in turn, act as trainer for other college personnel. Teams of point people and trainers were formed called *Promt/Passport Business Readiness Teams (BRTs)*.

The IT Team is very responsive to the technology demands of the college. The IT Team has the ability to either resolve problems or refer the user to the proper district resource. However, the college needs to retain the ability to implement, maintain, and resolve its unique technology issues and problems. Many of these

training issues will be resolved with the creation of the teaching and learning center. The Center for Creative Technology and Integration (CCTI) is envisioned as a central location of all training in technology, including standardized software and forward looking, innovative applications that will impact the entire staff. It will be of special benefit to faculty and students in the use of the proposed "smart classrooms," and it assist other programs, such as the Library/LRC, Audio-Visual, and Student Service, in accessing and using these new technologies as they emerge.

Currently, training in Audio-Visual technology/hardware is done on an individual basis (when possible) by the Media Specialist and by an intermittent part-time hourly audio-visual assistant. If necessary, the IT technician can assist in A/V but his primary assignment is as a member of the IT Team. With the implementation of a technology teaching and learning center (CCTI), mentioned elsewhere in this standard, training for multimedia products and utilities will increase dramatically.

c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

DESCRIPTION

The Office of Instruction oversees the management, maintenance, and operation of the college's technological infrastructure and equipment. With the cooperation of faculty, staff, and the IT Team, the hardware needs are agreed upon and purchased through standard district purchasing polices. The development of the college's comprehensive planning and budgeting process has helped to insure that an inclusive dialogue addresses technology needs. As a part of this reorganization the establishment of department chairs and the availability of annual unit plans, will also help identify technology needs of the college. Proper use of updated unit plans and program reviews will also assist other decision-making bodies in the planning and budgeting processes to make informed and prioritized decisions about funding for technology resource needs. According to the new more strategic approach that both the college and the district are implementing, the documents mentioned above will inform the master plan that, in turn, will help establish a more integrated and transparent process of planning, acquiring, maintaining, upgrading, and/or replacing technology infrastructure and equipment. Also, the campus technology committee has contributed in numerous ways to technology planning, e.g., by recommending policies, implementing procedures, and creating planning documents.

The IT Team has also conducted surveys and evaluations of existing equipment for currency (faculty and staff computers, projection equipment, printers, scanners, A/V equipment, players, etc). This kind of record keeping will assist the responsible parties in assessing technology needs and help lead to informed recommendations for the replacement of outdated equipment and new technologies. [5]

The college provides office technology for each full-time employee and relevant technology resources for faculty. Ongoing funding for these resources remains problematic, but the recent Measure A bond will allow for an overall upgrade and replacement of all older hardware on campus. [16]

All decisions regarding the distribution of its technology resources are channeled via the Integrated Planning and Budgeting process as follows: from individual personnel

to departments to department chairs and then to division managers; the latter bring these requests to the appropriate committees and management. Prioritized lists of equipment needs, including technology, are finally distributed for dialogue and recommendation by the College Council. The new budgeting and planning process provides a public opportunity for all members to advocate for the resources needed to improve services and instruction.

In spring 2008, department chairs were established as part of the administrative structure of the college. Department chairs now play a key role in compiling and prioritizing departmental request for technology. Although formal processes have yet to be determined, during the spring semester chairs solicited faculty and staff technology requests. These requests were complied and presented by the Vice President of Instruction to the Department Chair Committee for discussion about funding via various available and categorical funds like the state Instructional Equipment and Library Materials (IELM) and Measure A bond funds. This list was then submitted via the above mentioned budgeting and planning process for approval and recommendation by the governing bodies responsible (e.g. Presidents Cabinet/Managers, Budget Committee, College Council, Academic Senate, etc.)

As are all purchases, technology purchases are facilitated by the campus business office in coordination with the district business office, a process that and can include vendor demonstrations, negotiating competitive pricing, license agreements, and discussions about warranties.

The IT Team continually evaluates technology, recommends upgrades to current institutional standards, and informs programs and staff of new technologies that may be of interest. IT works with individual faculty/staff to help determine technology needs affect learning and course development as well as with departments (e.g. the Library and LRC) to evaluate their special technology needs and to give advice on selection of equipment for their respective curricular or services developments. According to a 2004 evaluation done by the campus IT Team, the PCCD Interface Network is sufficiently stable, reliable, and expandable to serve all future administrative and instructional needs. District and campus IT aims to achieve preventive maintenance through a proactive approach with respect to both development and maintenance. [1]

Audio Visual Services is primarily a distribution/delivery/set-up service area for loaning A/V equipment for classrooms and special events. This area is funded and supervised by the Office of Instruction. Request for services from faculty continue to be by individual or division request. Currently the Audio Visual Services offers extensive set-up, delivery, and maintenance of A/V equipment. From set-ups for audio-video presentations in classrooms to professional day presentations and graduation, the demands made on A/V staff and equipment is great.

EVALUATION

Since the last self-study, the IT Team has taken the lead in district-wide IT projects. The District modeled its current Window 2003 Enterprise Network after the college's pilot program. In October 2005, the team migrated all of the administrative users from a Windows NT4 environment to a Windows 2003 Active Directory. The system is now delivering better service on a more reliable, secure and manageable network. In November 2006, the team upgraded all of the instructional servers to Windows 2003 Active Directory, and successfully migrated all instructional users. [6] Campus

IT is also in the planning stages for a backup system that will allow for daily backup in an offsite facility for disaster recovery of all campus information and systems up to seven terabytes.

Attention to technology needs, especially for distance education courses, has been made a priority by the Curriculum Committee, and special technology needs of new courses have been made a part of dialogue and requirements for developing new courses.

Although the campus technology committee has contributed to the planning for the college, more clarity is needed as to its role in the over-all planning process. All programs and services driven by technology needs have similar problems with adequate funding. Measure A funds have given the college an opportunity to update on a large scale all college technology. However, problems with stable, consistent budgets for technology needs as well as overly complex and micromanaged ordering and purchasing processes continue to cause problems with prompt update and delivery of technology components. As a result, vendor problems, including extreme delays in delivery and outdated inventory, sometimes occur.

Without a stable budget, or adequate staff, Audio-Visual Services is not able to keep up with the demand for its services. While the current staff is professional and excellent, the college should begin to address more directly planning for the development and adequate funding and staffing of A/V services, including the development of the Library's Multimedia Collection Project. [11]

DSPS

In general, there is very good cooperation among DSPS, the IT Committee, and IT staff related to equal electronic access issues. However, this cooperation is built largely on the skill and long-term positive working relationships among the individuals involved. There are no formal written policies about equal access, e.g. that a specific number of stations in the labs will be accessible, or about procedures that will be followed when new hardware or software is purchased.

At the District level this process is more problematic. The District has not adopted a consistent policy about electronic accessibility. For example, there are specific concerns about access to web sites and to the new Passport student system, but there is no systematic way that these needs are evaluated and met. In addition, there is no written policy on Section 508 requirements that would spell out procedures that must be followed to ensure equal electronic access.

d. The distribution and utilization of technology resources support the development, maintenance and enhancement of its programs and services.

DESCRIPTION

Distribution of technology resources on campus has become an increasing priority, and the college has, through development of its new internal planning procedures, begun to establish clarity and transparency in all aspects of planning for technology resources. Proposals are developed college-wide to request technology funds through annual unit plans that include written justification for use of the requested technology. These plans and other written requests are processed through the Office

of Instruction, using newly developed forms. Requests are prioritized via the budget and planning cycle described above. Department chair meetings have also provided a forum for dialoguing about the college's technology needs with all programs and services having a voice in the discussion.

The continued growth in technology-enhanced courses makes support for the development, maintenance, and enhancement of programs and services a challenge. With 398 student-use computers, approximately 150 staff-use computers as well as 18 servers running the instructional and administrative networks, the IT Team of only 3.5 professional technical support staff persons is understaffed. [19] Lack of funding for additional classified or student assistant positions has been problematic. Technical support for distance learning is currently provided by an off-site source (*Etudes*), but with the change of course management providers, the long range plan is that the hardware and maintenance will revert to district IT.

Funding and allocation priorities for faculty/staff desktop computers, replacements and upgrades are coordinated by the Office of Instruction and college's IT Team. Funding for replacements and upgrades for laptops and desktop computer systems is inconsistent, usually depending on significant allocations from the state Instructional Equipment and Library Materials (IELM). While faculty use of computers and multimedia resources in instruction is increasing, no future or continuing source of funding for replacing or upgrading has been identified. Currently, the Measure A bond funds are being used to get the entire college's infrastructure and IT equipment for faculty, staff, and students use either upgraded or replaced. Continued dependence on one-time funding sources for technology and other essential college services is problematic.

Compliance with Section 508 for disability access and Distance Education recommendations remains a prerogative of the district. College faculty and staff remain vigilant to making sure that all new information technology and design of web resources and online technologies are compliant and useful for either student services or instructional purposes.

Funds for A/V supplies and equipments remain on a "by-request" or emergency basis. Funding for A/V is usually allocated from the annual State Equipment and Library Materials fund, or from Instructional Supplies. In Fall 2006, A/V finally received an annual general fund budget allocation of $15,000 to purchase badly needed supplies and parts for aging equipment, but there is no regular stable budget. [18] Since Measure A funds have become available, A/V has benefited from the planning by the Office of Instruction for upgrades and the purchase of new equipment. Also, the "smart classroom" project to be implemented during the 2009-10 academic year will accomplish two goals: 1) Providing state-of-the-art multimedia equipment and capabilities to a select number of classrooms, and 2) Lessen the physical demand on moving equipment from place to place, thus allowing more time for the Media Specialist to plan and develop A/V services and collection with the Office of Instruction and the Library. [15]

EVALUATION

The distribution and utilization of technology resources have greatly improved since the implementation of the planning process and the reorganization of campus IT less than one manager. Campus IT Team support of individual instructional programs/department and services has led to increased development and better

maintenance that have enhanced the colleges programs and services mentioned above.

According to the recent campus climate survey, 34% of the faculty and 48% of the staff agreed that distribution of technology resources supports the development, maintenance, and enhancement of programs and services. [14]

The college is challenged by the ongoing need to update technology and equipment in all types of instructional delivery. The increased demand for installation and implementation of new technologies in departments and new buildings has not been followed by an increase in staffing or funding to sustain an equivalent level of maintenance. [3]

Budget limitations constrain the ability of the district and college budgets to address on-going funding for technology beyond minimum maintenance. During 2007-2008, more than 60% of total Measure A bond funds requested ($4,420,200.23) by the college were for technology needs. [16] While the ability to update the college's technology using these funds is a major step forward, it does not resolve the ongoing and rising costs of technology. The College recognizes that long-term planning for a technology infrastructure should not depend on one-time funding sources.

Due to recent changes in financial utility and procedures, the process for acquiring new equipment is very complex and rather disjointed. Communication about the purchasing process between constituents, including between campus and district Business Offices, can be improved. Coordination of purchases and standardization of equipment would bring savings to the college and allow for more accurate assessment of staffing needs.

Technology needs should continue to be identified and discussed, using the new budget and planning process, which allows for integration and inclusions at all levels of the college. Consultation with the Office of Instruction and IT Team during this process is crucial. Development of the Technology Life Cycle Policy and Form will assure this process. [15] The college's plans to increase development, installation and use of technology, includes technology-enhanced classrooms ("smart classrooms"), enhanced A/V delivery, and multimedia Library resources. Advanced scheduling for maintenance and replacement need to be included in the plan. Money needs to be set aside for scheduled maintenance, and budget considerations need to be included in any assessment, inventory, and replenishment strategies.

Technology for instructional and student support services requires expansion and funding to increase the effective functionality of these components as needs and demands rise. As more and more instructional, student services, and business activities are conducted online, demands on network services by distance education will increase. As a result, the college will need an expanded capacity to develop access to meet this increased demand for online services and materials. It will continue to be a challenge for the college to compete for funding at the district level unless technology needs, identified at the college level, are not securely integrated in district technology planning.

Due to lack of stable funding, A/V multi-media equipment, despite the best efforts of A/V staff, has been poorly maintained. [11] Condition and age of equipment falls short of ACRL standards for longevity and/or obsolescence of information access equipment. According to ACRL standards for Media Resources in Academic Libraries,

"Specialized media-related reference services, supported by appropriate print and electronic reference sources, should be available to assist the students, faculty, and staff in meeting their instructional, informational, and research needs." [12]

2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

DESCRIPTION

Since the introduction of the college's integrated planning and budgeting process, a true and transparent integration of technology planning has begun to occur. Technology planning is integrated with institutional planning through various participatory governance processes, various master plan processes such as unit plans, the Five-year Facilities/Construction Plan Update, and college committees such as the Department Chairs Committee, the Technology Committee, and the College Council. [21] Inclusion of college technology goals and needs in the Educational Master Plan will help insure in the future that these will be integrated into district-wide technology planning. At the district level, at strategic technology plan has been developed that will also help inform and integrate technology planning thorough the district. This is evidenced by the recent publication of the campus technology committee's agendas and minutes.

District technology planning is accomplished by dialogue within the Strategic Planning Management Team, a planning and advisory committee drawn from all constituents district-wide. [20] If the college Technology Committee continues to be a driving force for an integrated planning on campus, it will be a great improvement. All major technology projects are integrated with the institutional planning process. One of the goals in the *Master Plan* relates to instructional areas and services that demand technological innovation and development. These include: online / distance education; administrative use of technology; curriculum management; and, most importantly, classroom use of technology. Beyond the committee work, individuals working with technology participate in the Chancellor's and many other District committees that set district standards, directions, and needs for technology.

Audio-Visual Services was a partner in the 2005 Library Program Review as recommended by the 2003 Accreditation Team. Planning for A/V services, the development of "smart classrooms," and the recent redesign of existing A/V facilities and space have all been advanced by Measure A funding,.

EVALUATION

Technology planning is new to the college. However, great strides and improvements have been made over the last five years. One of the most important identified goals, as outlined in the college's institutional priorities and action plans, is the development and implementation of a Technology Plan. [1] This plan will be part of the Educational Master Plan. [3] A draft of the new plan is currently being written by a sub-committee of the Technology Committee and will be presented to the whole committee and approved by other governance committee during the 2008-09 academic year. This process should be led by the Technology Committee and then submitted for approval using the shared governance procedure.

According to the recent campus climate survey, 28% of the faculty and 48% of the staff believed that technology planning is integrated with institutional planning and budgeting. However, about 25% of both groups did not know about an integration process. This seems to speak loudly to several of the college's identified challenges, especially those related to communication and transparency of campus procedures and processes.

PLANS OF ACTION

- Process, Stability, Accountability: Continue to refine the college-wide process for requesting technology funding (state and private), recognizing the specialized needs of individual departments and programs by implementing a clear planning matrix for evaluating hardware and software needs, including staffing ratios for on-campus and online functions and services. This includes consistent implementation and clarity of existing policies, such as the Computer Roll-Down Policy. Address concerns about the adequacy of staff and faculty training in technology.
- Communication: Better communication between all LRC, Library, and IT constituencies about scheduling and about coordinating services and programs, especially as they relate to setting delivery dates prior to term start dates. Revisit campus computer roll down policy to clarify implementation.
- Approve and implement a college-wide Technology Strategic/Master Plan that allows adequate time for regular and emergency planning as well as prompt purchase and installation, despite vendor and District IT delays.
- Expedite planning and design of CCTI by developing LRC/IT workshops in learning and information technologies and competencies that are driven by faculty interest and student need.
- Evaluate the need to reactivate the Web Sub-Committee to oversee the design and maintenance of the college website.

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Standard IIID
Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

1. The institution relies upon its mission and goals as the foundation for financial planning.

DESCRIPTION

The College of Alameda (COA) Multi-Level Integrated Planning Model for Institutional Effectiveness shows how all college planning documents, including the mission statement, are intended to inform financial planning. [1] Additional documents included in financial planning are the Educational Master Plan, annual Unit Plans, Integrated Budget Planning proposals, and Program Reviews.

The creation of the college's mission statement stimulated dialogue that resulted in the Institutional Action Priorities and Action Items. These Action Priorities and Action Items focus budget planning and lead to the provision of specific funding for development and improvement of the institution's programs and services.

Documents for departments and services tie department goals and objectives to institutional goals and objectives. The Integrated Budget template requires statements that demonstrate this connection. [2]

Peralta Community College District (PCCD) funds operations primarily through "apportionment" (SB361) funds from the State of California. These revenues make up approximately 80% of unrestricted operating funds. Other state and local revenue sources contribute another 7% (approximate) to unrestricted funds. In addition to unrestricted revenues, PCCD receives restricted funding from federal, state, and local agencies to pay for specific programs and services. These restricted revenues make up approximately 13% of operating revenues.

Table IID.1: PCCD General Funds –*from Adopted Budget 2007-2008**

	YEAR END 05/06	YEAR END 06/07	*(Estimated) YEAR END 07/08*
GENERAL FUNDS REVENUES			
Unrestricted General Funds			
Program Based Funding	83,946,436	95,478,362	*98,222,348*
Other State	4,921,170	6,543,531	*3,651,110*
Other Local	3,940,359	5,046,326	*4,582,872*
Book Commission (*transfer in*)	270,060	296,718	*297,583*
TOTAL UNRESTRICTED GENERAL FUNDS	**93,078,025**	**107,364,937**	***106,753,913***
Restricted General Funds			

Federal	3,054,008	2,875,165	*2,961,247*
State	10,239,227	10,763,444	*14,971,075*
Local	1,157,462	869,914	*1,416,531*
TOTAL RESTRICTED GENERAL FUNDS	**14,450,697**	**14,508,523**	***19,348,853***
TOTAL OF GENERAL FUND REVENUES	**107,528,722**	**121,873,460**	**126,102,766**

**Chart used with permission of Laney College Self-Study 2009 Co-Chair, Matthew Goldstein*

District revenues are allocated to the four colleges based on previous year expenditures and on assessment of needed adjustments. In 2006, in response to questions and concerns about how resources are allocated to the four colleges, the Budget Allocation Committee, a sub-committee of the PCCD Budget Advisory Committee, developed a formula for consistent, systematic, and fair allocation of district resources to the four colleges. [15] The formula developed was brought before the Budget Advisory Committee for discussion. [16] The by-laws of this committee are outlined in the *Overview of the Task of the PCCDBAC* document. [17]

In 2007-2008, the district's general fund budget totaled $108,442,328 of which the four colleges were allocated $76,090,309. College of Alameda was allocated $16,677,460. [1]

EVALUATION

According to the Institutional Climate Survey, twenty of 42 (48%) faculty and thirteen of 24 (54%) staff members agree that the college's mission statement and institutional outcomes are the "…framework that guides planning at COA." However, a third of faculty and staff are unsure if the mission statement guides planning, and one third (35%) disagree that the mission statement is aligned with planning. [4]

Responses from another question on the Climate Survey show that a high percentage of faculty and staff is unsure if "COA relies upon its action priorities as the foundation for financial planning." [4] It is yet unclear if the college's Institutional Action Priorities and Action Items will be revised with measureable outcomes applied in a more straightforward manner to financial objectives and goals. [9, 36]

Since the college's integrated budget planning efforts are still new, the college must continue to review and revise the process. Reports and planning reflect a connection between philosophy and practice, but it seems that faculty and staff question if the linkages reflect actual practice. Although it is not completely understood by the campus community, the college does base its financial planning on its stated educational goals as outlined in its mission statement and related objectives.

Almost half of faculty surveyed (46%) and 34% of staff said they did not know if "personnel involved in institutional planning and budgeting receive accurate information about available funds, including the annual budget and anticipated fiscal commitments or cuts." These figures are also reflected in responses to the question, "COA plans and manages its financial affairs with integrity and in a manner that ensures financial stability." In response to this question, 46% of faculty and 47% of staff answered that they did not know.

a. ***Financial planning is integrated with and supports all institutional planning.***

DESCRIPTION

The college's financial resource allocations are intended to be a direct expression of its institutional mission, goals and objectives. Dr. Cecilia Cervantes, then President of College of Alameda, sent a memorandum on January 31, 2007 specifying faculty and staff involvement in the integrated planning and budgeting process. [11] The memorandum directed "…each of the college's units (to) develop(s) a plan and a requested budget for 2007-2008 that supports our annual institutional action priorities." The president intended that faculty and staff to use this process in conjunction with Institutional Action Priorities to help identify budget priorities that reflected the college's annual goals and objectives.

The college has developed an annual Strategic Planning and Budget Process that addresses this interrelatedness. This process is outlined in the Multilevel Integrated Planning Model for Institutional Effectiveness (2006), which includes the annual Integrated Planning & Budgeting Timeline Calendar. [1, 18, 19] Five Institutional Action Priorities for 2007-2008 were developed by an Academic Senate subcommittee and approved by the Academic Senate and College Council on November 16, 2006 and by the College President on January 24, 2007. [2] Action Priority V discusses supporting "the mission of the college by ongoing [re] assessment and allocation of our resources to meet our institutional priorities."

COA develops its annual budget in collaboration with college constituents via a participatory process. The Integrated Planning and Budget Process is driven by a "bottom-to-top" approach. Unit plans and integrated budget proposals are initiated by chairs and coordinators of each department. These documents tie the fulfillment of institutional goals and objectives with specific funding requests. [24] College committees (e.g. Budget Advisory Committee, the College Council, the Academic Senate), as participants in shared governance, consult and make recommendations. Consolidated budget documents are then prepared by the management team, including the Research and Officer, the Business Manager, the Vice Presidents, and President. The budget proposals are presented to the College Council. The College Council reviews the budgetary items and advises the President on the allocation of financial resources.

Long term financial planning is described in the Educational Master Plan.

Training sessions on budget procedures are being planned for 2008-2009. [13].

EVALUATION

The college is in the process of developing a method for evaluating and prioritizing spending based on submitted proposals. There is yet to be a mechanism identified by which college planning documents and research are presented and used in the discussion of budget allocations. It is hoped that a practical approach, along with simplified forms, will result during ongoing campus dialogue.

The Integrated Budget Planning process could benefit from an institutionalized annual review of the college's Action Priorities and Action Items. The Technology Master Plan should be incorporated into funding review as it specifies long-range budget requests for computer hardware and software upgrades and budgets for computerized classrooms. [20]

Despite the institutional mandate and desire to engage in integrated budget planning, 56% of faculty and 74% of staff are unsure or disagree that college constituents have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. [4]

Only eighteen percent agreed or strongly agreed that "Financial resource planning is integrated with institutional planning and the process is clear" (Question #42), 35% indicated that they did not know and twenty-eight percent disagreed or strongly disagreed with the statement. While COA does integrate financial resource planning with institutional planning, the process needs to be simplified and communicated clearly. [4]

Major challenges that need to be addressed relate to prompt communication and transparency as well as to availability and clarity of policies, procedures, and planning documents. Concerns about these matters were reflected in the above survey. With the recent improvement in the availability of research for planning, increased training on planning and budgets, and expected resolution of web publishing issues (access, maintenance, updating), awareness of institutional planning and budget (IPB) processes will grow to better inform budgetary planning decisions by the college.

a. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

DESCRIPTION

The college Business Office, with direction from the district Office of Financial Services, manages and distributes the funds allocated to the college. [21] Before review by the COA Budget Advisory Committee and other college committees, the Business Office assesses budget plans for feasibility. There are several different components to COA's budget, including continuing budget items and budgets for new money.

College-wide there is a lack of understanding as to how specific allocations of funds were or are made for continuing or for "maintenance of effort" budgets. Discussion of maintenance of effort budgets are held only at the management level and are not communicated in the College Council or to the college constituents at large. The COA Budget Advisory Committee does not make recommendations on long standing line-items (continuing budget items), but advises on proposals relative to new funding. Dialogue concerning new money is held at College Council and the Academic Senate.

Since its installation, there have been frequent problems, many as yet unreconciled with the district's financial management utility – PeopleSoft/PROMT. As part of a multi-college district, the college's financial management team is dependent upon timely and accurate integration with district finances. College department chairs and coordinators have difficulty assessing expenditures with this software. Other concerns center around audit findings noted in the 2007 Annual Financial Report concerning the "material weaknesses" and other inadequacies in the PeopleSoft accounting software that have yet to be addressed. [28]

EVALUATION

Statewide budget shortfalls continue to introduce uncertainty into the college budgeting process. This uncertainty constrains the college's ability to plan for new teaching and learning opportunities. New cash-flow sources need to be identified to help stabilize the college budget and fund new programs.

Greater alignment of college and district strategic planning is still in progress, and, once achieved, will be very helpful. Better coordination will help establish common financial goals that can be supported in the long term.

The annual budget and the budget process continue to be characterized by a systemic lack of pertinent information and prompt communication. [12] The installation and complexity of new financial software (PeopleSoft/PROMT) have magnified the problems. A great deal of staff time is taken up in "tracking" purchases and invoices, missing paperwork, and unpaid expenditures. As training for personnel using this database is continued and modifications to the system are implemented, it is anticipated these issues will be resolved. [23]

c. When making short-range financial plans, the institution considers it long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

DESCRIPTION

The College of Alameda's short-range (annual) financial plans require the completion of the Integrated Planning and Budgeting Process template [25] for each department, in conjunction with a Unit Plan. This form prioritizes budget activities and reviews the activities relative to the other essential planning documents of the college (e.g. Mission Statement, Institutional and Student Learning Outcomes). Unit Plans document, in narrative form, the needs of the planning unit with references to college-wide planning documents such as Student Success Data, Student Equity Plan, Matriculation Plan, Enrollment Management Plan, and College Profile Data.

The District Wide Education Master Plan Committee (DWEMPC) reviews the *Annual Planning Budgeting Framework*. DWEMPC develops guidelines and methodologies for planning and budgeting. [26] DWEMPC develops agreements between Berkeley City College, the College of Alameda, Laney College, and Merritt College in areas requiring coordination. On page 27 of the PCCD Annual Financial Report it states that, "College Councils and/or educational committees review status of prior educational master plans, program reviews, and unit plans and identify preliminary areas of focus for future planning." [27]

Planning units will update their accelerated program reviews every three years, and unit plans are updated annually.

Plans for payment of long-term liabilities are incorporated into the budget process at the District level. Long-term liabilities consist primarily of general obligation bonds and future retiree benefits. In December 2005, the District issued $153 million in OPEB Bonds (other post employment benefits). The proceeds of the bonds are in a Deferred Comp Trust Fund and can only be used to pay or reimburse the district for payment of retiree health benefit costs. The District is using Measure E bonds to pay for various capital improvements. In addition, Measure A was passed in June 2006. The $390

million General Obligation Prop. 39 Bond will be used for construction, renovation, and instructional equipment. General obligation bonds are paid with taxes assessed on personal and real property located within the Peralta District. [28]

EVALUATION

The district has responsibility for payment of long-term liabilities and has clearly identified and planned for the payment of such liabilities through general obligation bonds.

According to the 2008 College of Alameda Institutional Climate Survey, twenty-seven percent of responding faculty (n=42) agreed or strongly agreed that "COA plans and manages its financial affairs with integrity and in a manner that ensures financial stability" (Question #40); an equal number (27%), state they did not know and 19% disagreed with the statement. Twenty-four percent agreed or strongly agreed that "COA relies upon its action priorities as the foundation for financial planning" (Question #41). Only nine percent disagreed or strongly disagree but forty-two percent stated "Don't Know".

Based on the results of the survey, many faculty members need to be made aware of how COA incorporates its action priorities into institutional planning. The percent of agreement seems to indicate that more and better communication is needed with regard to short- and long-range financial planning. [4]

d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets

DESCRIPTION

The College of Alameda's planning and budgeting development process is as follows [18]:

- planning units develop annual unit plans and integrated budget templates;
- divisions review the *Integrated Planning and Budgeting Process (IPBP)* templates;
- management reviews the *IPBP* templates;
- the Business Office reviews and analyzes budget requests;
- the Budget Advisory Committee reviews the requests and makes recommendations to the College Council;
- the College Council reviews and forwards recommendations to the College President;
- the College President approves unit plans and integrated budget templates, subject to availability of funds;
- the Business Office enters approved budgets in support of Institutional Learning Outcomes, Strategic Direction, and Institutional Priorities.

If additional funds are available for instructional equipment, the Budget Advisory Committee sends memos to the college community. [29]

The Integrated Planning and Budgeting Process template is a relatively new form, and some individuals are not clear on how certain sections are completed (e.g. assessment).

There is ample opportunity for participation in the process. If an individual is interested in making further input, he/she can do so at the College Council budget review meetings, and at the district level through the District Budget Committee.

The Department Chair Committee recommended initial budget priorities during the 2007-2008 academic years. [31,36] The President's Cabinet determines the final priorities. The Department Chair committee has recommended that, in the future, adequate measurement tools, current enrollment, and student success data be readily available to allow a more objective process of prioritization. This data is available from the Office of Instruction and the Office of Research and Planning. [32] When items originated by departments are deemed to be of low priority, there is a procedure for these items to be revisited and possibly added to the final college-wide list of requests for funding.

At the direction of the Vice President of Instruction, the Research and Planning Officer, in conjunction with the Academic Senate and College Council, will review and rewrite the college's goals and objective (including review of action priorities and action items) in a manner that renders them more useful for objective measurement. Clear definitions and measurements are needed to provide a sound basis for evidence-based planning and budgeting.

A flow chart of Annual Planning and Budget Integration of the Peralta Community College District can be found on page eight of the April 2008, 4th Edition of *Creating Our Future: Strategic Planning* newsletter [30]. This flowchart reflects the input of the District-Wide Educational Master Planning Committee and the budget process calendar discussed by the District Budget Committee.

EVALUATION

The Integrated Planning and Budgeting process as described above suggests that the Budget Advisory Committee assists the college in setting budget priorities, but in practice this committee only reviews new funding and does not participate in the setting of priorities.

The COA 2008 Institutional Survey indicates that 82% of faculty surveyed agree or strongly agree "COA has committees that involve personnel in institutional planning and budgeting" (Question #43). Only seven percent disagreed or strongly disagreed and 5% stated "Don't Know". In general, there is strong agreement that constituents have the opportunity to participate in the development of institutional plans and budgets. However, only a little over a third (36%) of faculty and 33% of staff agree "COA personnel involved in institutional planning and budgeting receive accurate information about available funds, including the annual budget and anticipated fiscal commitments or cuts." Almost half of faculty surveyed (46%) and 34% of staff were unsure, and a third of the faculty (33%) disagreed with the statement.

It is commendable that the College of Alameda and Peralta Community College District are strengthening their strategic planning and integrating planning and budgeting. There have been newsletters, memos, forums, and meetings to describe the process and ensure that all constituencies have an opportunity to participate. Budget information is available at both the college and district level but the details of the budget are confusing. Presentation of budget information and processes should strive for greater clarity.

2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.

a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

DESCRIPTION

The Peralta Community College District develops a budget on a yearly cycle according to the PCCD Budget Development Calendar. The initial proposed Tentative Budget is submitted to the Board of Trustees for approval by the last Board meeting in June of each year. The Tentative Budget reflects the Governor's proposed budget, strategic planning from the Colleges, guidelines from the PCCD Budget Advisory Committee, and recent productivity data regarding FTES, growth, and other factors. The District receives its allocated funding from the State of California after the Legislature and Governor approves the State Budget and subsequent funding of community colleges. The District follows all California regulatory codes regarding posting, review, and approval of the Peralta Final Budget (Ref: PCCD Budget Development Calendar). The development of the Final Budget allows for the integration of research, integrated College and District planning, and proper budget development, as described in the Annual Planning and Budget Integration model published in April of 2008. The Annual Planning and Budget Integration model utilizes strategic planning to allocate appropriate financial resources in support of student learning programs and services throughout the District (Ref: Annual Planning and Budget Integration, 2008). The College of Alameda budget planning process folds into the district budget planning process as stated in the PCCD Annual Planning and Budget Integration model. The College's Tentative, Adopted, and Final budgets for each year are all available publicly within the District's Board of Trustees publications of Tentative, Adopted, and Final budgets.

College of Alameda's internal strategic planning process is identified in The Multi-level Integrated Planning Model for Institutional Effectiveness and follows the calendar as determined in the Integrated Planning and Budgeting Timeline. The College's strategic planning process allows for the integration of research, integrated Department planning, and proper budget development into the allocation of appropriate financial resources in support of student learning programs and services at the campus level. The strategic planning process starts at the department or unit level and progresses through administrative and shared governance channels to determine resource allocation for the College.

External audits of the District's finances include the College of Alameda and are available for public review. Institutional responses to external audit findings are comprehensive, timely and communicated appropriately.

EVALUATION

As district-wide and college-specific strategic planning is still in the development phases, it is anticipated that the college/district educational master planning and budget committees will play a significant role in evaluating the financial management of the

institution. As a result, the financial management will be improved and increased transparency will be evident.

The 2006-2007 Independent Auditors' Report of the Peralta Community College District indicates that the "District has not adequately maintained capital asset records sufficient to support the amounts reported for capital assets (Note 7, 2006-2007 Annual Report). The Peralta Community College District needs to further strengthen its record keeping process with sufficient paper trails to substantiate the claims. The auditors' opinion is disclosed in the annual report and was presented at an open Board of Trustees meeting.

The audit findings also indicate material weaknesses in the PeopleSoft accounting software (Page 80, 2006-2007 Annual Financial Report). [22] Similar comments were also noted in the 2005-2006 Annual Financial Report. A decision was made by the Board of Trustees to continue to move forward by appropriating additional resources to the PeopleSoft project. Given the problems noted in the audit, the Peralta Community College District should either make a greater commitment to redesign and customize PeopleSoft/PROMT, or start researching alternative solutions. Currently, modifications to the PROMT financial system are underway and are to be implemented by Dec 2008. The district is working to address a number of recommendations made in previous years' audit reports that still have not been implemented.

b. Appropriate financial information is provided throughout the institution.

DESCRIPTION

District financial information is published on a regular basis and copies of these documents are made public. Copies are also archived in the college library. District budget documents are also published on the District Budget and Finance website.

While not all documents are current, most do reflect finances and audits through 2006-2007. These documents include, but are not limited to: the Annual Adopted Budget, Annual Financial Reports, Purchasing Procedures, and reports of the Audit and Finance Committee. A flow chart of Annual Planning and Budget Integration of the Peralta Community College District was published in the April 2008, 4th Edition of Creating our Future newsletter [30]. This flowchart reflects the input of the District-Wide Educational Master Planning Committee and the budget process calendar discussed by the District Budget Committee. [33]

EVALUATION

The College of Alameda and the Peralta Community College District are strengthening their strategic planning by integrating planning and the budget process. There has been a renewal of efforts to improve communication both between the college and district and internally between campus constituents. The intensive use of communication by email has enhanced this process. Newsletters, memos, forums, and meetings have also been utilized to explain and describe the budgeting and planning processes in order to ensure that all faculty and staff members are aware and have an opportunity to participate.

Budget information is available at both the college and district level, but it is sometimes confusing for many faculty and staff members to interpret the information.

Overall, appropriate financial information is provided throughout the institution. It is published on a timely basis in print (available in PCCD libraries and the Office of the Vice

Presidents) and is posted online on the district web pages. However, many personnel do not know how to obtain this information or are unaware of its electronic distribution.

c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

DESCRIPTION

The Peralta Community College District has sufficient cash flow and reserves to maintain stability. The District regularly maintains a reserve that is beyond the 3% required by law. During the fiscal years 2006-2007 and 2007-2008, the reserve fund at the beginning of each year was 6.62% and 14.15%, respectively. [21]

The district has strategies for appropriate risk management, particularly in the areas of future retiree benefits, and fund management. In December 2005, the district initiated a bond offering of $153 million to coordinate, manage and pay for the identified future costs of retiree health benefits. [33] District funds held in custodial investment accounts have been realigned to include safer havens for district funds. [2]

The district has realistic plans to meet financial emergencies and unforeseen occurrences. In addition to the previous items, the District, in accordance with Board Policy 6.04, maintains procedures to access reserves to meet financial emergencies and unforeseen occurrences. [12]

EVALUATION

The institution meets this standard.

d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

DESCRIPTION

The District Budget and Finances Service Centers, under the direction of the Vice Chancellor of Finances and the District Budget Advisory Committee, are responsible for ensuring that the district's finances are conducted in accordance with sound business practices, district policy, the district's business operating procedures, the state education code, and other state and federal regulations.

District Budget Advisory and Allocation Committees are currently reviewing methods, evaluation tools for allocation of funds to the colleges based on college and district mission, goals, and objectives. [32, 35]

At the direction of the college President, the Business Office, under the direction of the Business Officer, is directly responsible for ongoing oversight, budget analysis, accounting reconciliation, and financial report of all college finances, including management of grants, externally funded programs, contractual relationships, and auxiliary organizations. The College outsources such services as the bookstore and food services; the Business Office monitors them.

EVALUATION

The Peralta Community College District Annual Financial Report is used as the basis for the following evaluation. The independent Auditor's Report of the Annual Financial Report, issued May 8, 2008, audited financial statements of the Peralta Community College District for the years ending June 30, 2006 and June 30, 2007. [13] These reports contain the following statements:

> Because of the problems with the implementation of the financial accounting system, the District was not able to properly monitor financial activity on a timely basis, which has resulted in the delay in accurate reporting of activity to Federal and State agencies, as well as the delay of the audit report. Additionally, internal controls that are considered standard within the industry have been set aside to provide for processing of financial transactions. (p. 62)
>
> On federal awards:
>
> Equipment purchased through the VATEA program may not be properly safeguarded and maintained for use within the program… Allocation of Federal funds through the oversight agency may be impacted when reporting is either incomplete, inaccurate, or untimely." (p. 73)
>
> On internal audit functions:
>
> The District is at risk of policies and procedures not being followed on a consistent basis by not having the ongoing review and assessment of operational functions throughout the District. (p. 70)

Three findings, two affecting the CalWORKS Program and one affecting the VATEA Program, specific to the College of Alameda, are listed below:

> In the auditor's sample of 25 CalWORKS recipients tested for eligibility requirements at the College of Alameda, 5 out of 25 sampled CalWORKS were receiving CalWORKS services who did not have the proper eligibility documented from the County Welfare Department for each academic term the recipients were served or were not determined eligible at the beginning of each term; therefore students claimed as CalWORKs were noncompliant. (p.75)
>
> On VATEA Funds:
>
> By not adequately reporting the actual expenditures during the year, the risk of over or under expending program funds is heightened and could result in disallowed cost. The actual amount of underutilized funds for the College of Alameda was $5,390. (p. 88).
>
> CalWORKS recipient files did not contain proper eligibility documentation." In conclusion, the independent auditor's findings relating to the College of Alameda showed that College of Alameda underutilized available VATEA Funds by $5,390 and that 16 students having received services whose eligibility had not been properly documented. (Pp. 90-91)

e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

DESCRIPTION

The largest portion of COA's budget, that spent on personnel, is used in a manner consistent with the goals of the college based on the integrated planning and budgeting processes. Spending on major capital improvements is funded by general obligation bonds and therefore reviewed by a district oversight committee. These expenses are in compliance with accounting oversight procedures determined by the District Budget and Finances Service Center. Capital expenditures are also examined by campus administration as well as by the College Council and the COA Facilities Committee.

To maintain the financial integrity of College of Alameda and the Peralta Community College District, the COA Business and Administrative Services Department disseminates accurate and timely information to ensure proper fiscal decision-making. Financial documents, including the budget and independent audits, not only reflect the appropriate allocation and use of financial resources to support student learning programs and services, they serve to uphold and support the fiduciary responsibility of the COA Business and Administrative Services Department.

In addition, institutional responses to any external audit findings are comprehensive, timely, communicated appropriately, and re-evaluated by the COA Business and Administrative Services Department in order to maintain compliance with audit findings.

EVALUATION

The college manages accounts in accordance with state law, generally accepted accounting principles, and district accounting guidelines. All revenues are used to support college programs and services and to facilitate college initiatives.

The communication and relationship between the college Business and Administrative Services Office and the District Budget and Finance Services Office has improved with the implementation of the new PeopleSoft system.

Although it appears that communication regarding fiscal matters with managers is sound, transparent and holistic communication with the college community is lacking. The current restricted communication does not allow for expeditious flow of the budget, funding, or purchasing processes. If administration does not properly communicate the state of the budget to faculty and staff, there is confusion among staff as to how to proceed with approval or funding for orders, projects, or payment of bills. Notification via email between the business office and departmental personnel responsible for budgets has improved communication.

The Institutional Climate Survey suggests that only 27% of faculty and 22% of staff agree that the college president had, between 2003 and 2008, "provided effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness." Additionally, 36% of faculty and 43% of staff are of the opinion that the president did not provide effective leadership in this area. For this question (#54) the percentage of respondents who were not sure was exceptionally low. [4]

f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

DESCRIPTION

The District maintains a comprehensive set of board policies and administrative procedures governing contracting. The district General Services Office and the Budget and Finances Services Office assist the college with all its contractual obligations and construction projects.

College of Alameda adheres to District policies regarding contractual agreements. The oversight in all fiduciary matters regarding COA is the direct responsibility of Business and Administrative Services. College-level contracts are reviewed prior to presentation to the board for approval. A review by the Business Offices is key to all contractual and budgetary funding allocations.

EVALUATION

According to the Peralta Community College District Annual Financial Report issued on May 8, 2008, the District has an "annual external audit to provide feedback on its processes. The College of Alameda is also included in the annual external audit to provide feedback on its processes." [5,6] This report, including both District and the College of Alameda, "reviews the effectiveness of its past fiscal planning as part of planning for current and future fiscal needs." [5, 6]

g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

DESCRIPTION

Evaluation of financial management processes occurs as a result of external audits and as a result of the accreditation cycle. Program review does include requests for funding necessary to carry out the changes and improvements suggested by individual departments. Individual departments make detailed proposals for special projects that are presented along with their other annual planning documents. Currently, no specific methods are used for evaluating these proposals. [21]

EVALUATION

An evaluation conducted by the district Office of Financial Services was done, but the results were not publicized. There has been no formal evaluation of the processes used at the College of Alameda, although a question in the Institutional Climate Survey (2008) address this (see below), and informal surveys have been done. However, after receiving questions about confusing practices, both the Office of Financial Services and the Business Office presented instructional workshops to support staff and faculty.

An evaluation of the methodologies used by the Business Office and management to roll-over unused funds and to allocate annual budgets is crucial to establishing a more objective, measureable, and equitable distribution of resources.

Thirty-nine percent (39%) of classified staff, but only 10% of faculty agree that financial resource planning is integrated with institutional planning and that the process is clear. [4]

3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTION

College of Alameda regularly evaluates its financial management processes, primarily by participation in district-wide audits required by law. The results of the evaluations are used to improve financial management systems.

The Business and Administrative Services Department conducts budget training and workshops; using informal instruction, the department explains certain aspects of the budgeting and finance processes, including updates for changes in disbursement and budgeting practices and/or procedures. [22]

EVALUATION

External auditors identified no audit or financial problems in the most recent Audit/Annual Report. College of Alameda has not received any notable or significant criticisms in annual audit reports.

It is felt that college-wide dialogue about evaluation results and plans of action for improvement would greatly benefit the college. Knowledge of the results of evaluations can be used for improvement of financial planning for instructional programs and student support services.

PLANS OF ACTION

Processes that provide clarity, consistency, transparency and accountability: The College will continue with strategic planning to develop, establish, and update its priorities for college budget planning and spending. The process will be well communicated to all college constituents. The result of planning will include research data as a basis for decision making.

Processes that provide clarity, consistency, transparency and accountability: It is recommended that budget forms such as the College of *Alameda Integrated Planning and Budgeting Process* template be revised and simplified with input from all users. The process and forms will undergo the shared governance process for approval. Once adopted, the new form should be available online with clear instructions and training on it use.

Evidence-based practice: The College must engage in a process that integrates research findings into department planning documents (e.g. student success, student equity plan, matriculation plan, enrollment management plan, unit plans, integrated budget plan templates) so that practice reflects real data.

Processes that provide clarity, consistency, transparency and accountability: The COA budgeting and funding processes should address issues of evaluation and

prioritization of budget items. Other current financial documents (e.g. audit reports) should be made available when possible.

Communication, Processes that provide clarity, consistency, transparency and accountability: In collaboration with the Business and Administrative Services Office, college constituents (e.g. department chairs and coordinators, classified staff, division deans) involved in budgetary and financial matters should continue to address the various issues and problems with the *PROMT* financial/accounting system. An evaluation procedure should be in place that allows users to reflect upon budget/finances-related paperwork and procedures so that the budgetary and financial work of the college can be more promptly completed.

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Standard IVA
Leadership and Governance

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

DESCRIPTION

College of Alameda (COA) utilizes shared governance to foster participatory leadership and to reinforce empowerment, innovation, institutional excellence, and effectiveness. The institution's leadership is comprised of administration, Academic Senate/faculty, Classified Council/classified staff, and Associated Students of College Alameda/students. It reflects the diverse voices that shape, support, and make recommendations to facilitate institutional planning and policy-making, student learning programs and services, and institutional effectiveness.

The governance structure for the decision-making process involves the College Council and the standing and ad hoc committees. The standing committees are established to deliberate and to make policy recommendations in their assigned areas of interest or concern. College-wide standing committees are made up of faculty members, college administrators, representatives of classified staff, and representatives of the Associated Students of College of Alameda (ASCOA). Recommendations from these constituents are forwarded to the College Council for action by the Council. The College Council makes recommendations to the President. [31]

PCCD Board Policy (BP) 2.25 and 2.23 and state regulations, Assembly Bill 1725 and Title 5 Section 53206 guide the composition of the College Council and the role of faculty in academic and professional matters.

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

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

   A number of statements guide institutional empowerment. College of Alameda's Vision Statement calls for a

> "…diverse, supportive, empowering institution for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers, and citizens of the world." [25]

This vision is aligned with the District's Vision Statement, which calls for a collaborative community of colleges

> "…(to) provide educational leadership to empower our students to achieve their highest aspirations and to become community leaders, creating opportunities and transforming lives. Our programs and services enhance the human, economic, and social development of our communities. Together with our partners, we (the District) provide our diverse students with equitable access to educational resources, experience, and ongoing capacities to meet and exceed their goals." [14]

The District-Wide Strategic Planning Process, and the College of Alameda's adoption of "Strategic Directions" to fulfill COA's mission, includes:

> "Communicate effectively and efficiently with our internal and external constituencies in order to achieve our mission.... to commit to the mission of the college by ongoing assessment and allocation of our resources to meet our institutional priorities, and to develop a culture of inquiry to support institutional effectiveness and student success." [25]

The College recognizes that effective leadership requires all participating constituencies of the institution to have meaningful opportunities to provide input into its decision-making processes. These processes ensure all members of the college community the opportunity to participate in establishing and revising the values and strategic direction of the college on a regular basis.

Since 2006, the concept of shared governance has been embraced by faculty members, classified staff, administrators, and students. The college community has participated in strategic planning events, development of Institutional Outcomes, the budgeting process, professional development, special events, and meetings to discuss issues, resolve problems, and make recommendations. The college community participates in planning during Staff Development days. The faculty, staff, and administrators participated in a one-time planning retreat at Asilomar in spring 2008. Some of the resolutions adopted as a result of this work have been forwarded to the Peralta Community College District (PCCD) Board of Trustees.

Along with the committee structures for shared governance, the College Council, the Academic Senate, the Classified Senate, and the Associated Students of College of Alameda have, in recent years, shown a more effective level of collaboration. These groups actively collaborated with the graduation committees of 2006 and 2007 and with student committee representation on standing committees during 2005-2006.

The College of Alameda has worked on the district-wide planning process and on its internal processes. As part of the planning process,

> College of Alameda has continued to refine its integrated budgeting and planning and program needs. The College maintains close contact with Human Resources to fill vacant positions to address the needs of the institution and to better serve our

students. And, the College's Business Office, in conjunction with the District's Finance Office, continues to address implementation aspects and ongoing training on the PeopleSoft financial and (enrollment) software. [15]

College of Alameda, in conjunction with the other three district colleges, continues to recognize the value and fundamental importance of an ongoing, comprehensive, and strategic planning process.

In 2006, COA held a college-wide discussion on Staff Development Day and began the development of Institutional Action Priorities (described in IA: Mission). These goals were then discussed and reviewed by the Academic Senate, the College Council, and in the Manager's meetings.

Department chairs in the Instructional Division became operational at COA in spring 2008. Since this change in shared governance, there appears to be a more integrated approach in the decision-making process in relating to educational programming, faculty personnel, and many other institutional processes.

Individual opportunities to participate in dialogues about shared governance and related concerns are available in open meetings of the Academic Senate, the Classified Senate, the Associated Students of College of Alameda, standing committee meetings, and the College Council. Opportunities for such dialogues are also possible through department chairs and coordinators and through the administrative chain-of-command.

The classified staff is involved in the decision-making process at the College Council and through participation in committees at both the college and the District level. Classified staff members share their expertise with such committees as Facilities, Budget, and Safety and Commencement, among others.

A good faith effort to articulate and disseminate institutional goals and values continues on an on-going basis. Efforts are made to educate the campus community as a whole. Methods to help circulate current information are: postings and updates on the college website; e-mail list serves; updates to the college catalogue; displays in strategic places on the campus and in the community; and oral presentations at campus and community events.

The overall focus of the college is on shared governance with the involvement of all standing committees.

EVALUATION

The faculty, working in collaboration with the department chairs on programs, courses, scheduling, and budgeting, has a renewed sense of clarity and empowerment. The incorporation of department chairs into decision-making processes has allowed not only for a more effective working relationship between faculty, staff and students but has also resulted in successful outcomes for our students.

Collaborative communication has begun among departments. The anthropology department is working with other science disciplines to develop a cross-discipline area of study in biogenomics. The art department has taken the initiative to work collaboratively with the music and communication disciplines to interweave pathways in

each other areas of study. Academic and vocational faculty members are working together to promote the construction of Smart Classrooms.

With more incentives for innovation (e.g. "Innovative Grants"), faculty members working with colleagues, with staff, and with students have begun the development of new courses and programs. Shaping, applying and assessing student learning outcomes will present an opportunity for innovative methods of reaching students. .

Efforts have been made to increase communication and collaboration between the Academic Senate and its sub-committee, the Curriculum Committee. Procedures have been established to enhance and standardize the processes for the approval of new and revised course outlines with Student Learning Outcomes (SLOs), thus providing our students with more relevant curriculum that can enhance student learning. The process of developing new SLOs, as well as implementing and assessing current SLOs and streamlining the process for course development, will be enhanced by the acquisition of two software application programs, TASKStream for SLO development, and CurricuNet for curriculum approval and processing. Standardizing these processes district-wide will encouraged faculty to participate in the program development and renewal process, thereby providing more avenues to improve student learning and success.

Since fall 2007, the College has had a full-time researcher. This addition has allowed for more effective institutional evaluation, review, and planning as well as for a wider distribution of information. These developments will assist us in examining our effectiveness and our shortcomings.

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

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

DESCRIPTION

College of Alameda is committed to an open process that includes representatives from all major stakeholder groups; it avoids processes where decisions are made in an arbitrary or secretive manner. Faculty, classified staff, students and administrators have a role in institutional governance.

Most decisions about programs, allocation of resources, and overall direction of the college come from the shared governance approach, incorporating the recently established strategic planning process. Although the concept of shared governance is not new to the college, some organizational features, such as the use of unit plans, integrated budget planning, incorporation of Educational Master Plans (EMP) and the district-wide strategic plan, are. The incorporation and application of these changes are in progress.

Students and staff have established mechanisms and/or organizations for providing input into institutional decisions; these include the Academic Senate, the Classified Senate, and the ASCOA.

The faculty, via the actions of the Academic Senate, and as provided for in AB1725, has primacy in areas of curriculum and professional/academic standards. College policies, including institutional planning and budget processes, are developed collegially with the Academic Senate. The Academic Senate's authority does not extend to the specifics of unit plans and budgets. [26]

The faculty continues to serve on standing committees of the Academic Senate, college standing committees, ad hoc committees, and district-wide committees. The Academic Senate makes faculty committee appointments in the areas of college curriculum, staff development, budget, and facilities.

The major responsibility for planning, evaluating and approving instructional programs rests with the Academic Senate's Curriculum Committee. The Curriculum Committee has representatives from the divisions/departments, administration, counseling, and the library. The Curriculum Committee is charged with previewing and making recommendations on all course/program changes, inclusion of the Student Learning Outcome Addendums, suggesting curriculum revisions, reviewing and recommending changes for general education and graduation requirements, and developing policies and procedures affecting curriculum.

Faculty has a central and on-going role in instructional effectiveness and in the responsibility for the implementation, interpretation, evaluation, and ongoing assessment of student learning outcomes (SLOs). Faculty comprise the majority of the Student Learning Outcome Assessment Committee (SLOAC). [27]

In June 1990, the College of Alameda Classified Council created and ratified a constitution to reflect its role in shared governance and all issues regulated by contract. A written delineation of functions between the bargaining unit and the Classified Council was subsequently approved. On March 10, 1992, the College of Alameda's Classified Council became the first classified shared governance body in the district to be formally recognized by the Board of Trustees "as the vehicle for classified participation in all matters of governance of the college which are not specified by law or contract as exclusive to the collective bargaining organizations." [28] The Classified Council has active representation in numerous standing and ad hoc committees, and in shared governance. The Classified Council is included in both the college institutional plan and the District Institutional Plan.

The College president, with advice from the Executive Committee, appoints staff to serve on college and classified council committees. In September 1991, standing rules were adopted for staff serving on committees. These include attendance requirements to assure communication that is clear and accurate. [29]

The ASCOA has well-defined responsibilities and functions as described in the ASCOA Constitution, the Finance Code, and the Peralta Community College District's Board Policy 4.45 on Student Activities. Student activities are recognized by the District as an integral part of a community college's total program. The college president is authorized to provide adequate facilities, to allow time for individuals and groups to participate in such activities during their regular schedules, and to provide staff assistance for planning and supervision of these activities. [30]

The ASCOA's purpose is to advocate and support the rights and interests of students and to provide appropriate programs, services, and activities.

Students participate in shared governance of the College through ASCOA and representation on college committees. Students are appointed or recommended by ASCOA to serve on the President's Cabinet, College Council, the Facilities, Budget, Curriculum Committees, the Academic Senate, and all other committees as designated by the college administration. The number and role of student representatives are defined by each committee. Participation has, at various times, been both strong and weak, resulting from turnover of the governing body of the ASCOA. ASCOA's most active years were 2005-2006 when students were enthusiastically involved in shared governance activities and special events. ASCOA created a bulletin called "Cougar Monthly," and were in the process of creating a list serve for students. Since 2006, ASCOA has had difficulties in recruiting students, finding volunteers to fill vacancies on campus committees and in filling vacancies in the ASCOA governing body.

Generally, the communication among students at COA is not as effective as it could be. There is a need to find ways for more efficient communication with and among students. A dedicated, student-operated newspaper open to submission of articles from students would help remedy the situation, as would electronic communication such as a listserv, blog, wiki or website. [30, 9]

The College Council is advisory to the College President. It is charged with the responsibility to deliberate issues and concerns that affect the entire college community, particularly those involving the following: budget; curriculum; facilities and safety; development of the institutional plan; and strategic planning regarding the and mission and goals statements.

The President's Cabinet is comprised of college administrative staff, the President of the Academic Senate, the President of the Classified Council, the President of ASCOA, the Public Information Officer, and the Research and Planning Officer. The Cabinet, upon approval of recommendations submitted by the College Council to the President, implements all policy decisions.

EVALUATION

Responses from the Campus Climate Survey revealed that 55% of the faculty agreed that they have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Yet only 26% of the staff agreed that they have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Furthermore, 41% of the faculty and 30% of the staff agreed that students have established mechanisms or processes for providing input into institutional decisions.

Clearly written policies that explain the methods by which innovation is begun, realized, and maintained should be established. Although the authority of institutional governance is clear, the exact nature of some responsibilities and processes are sometimes unclear as a result of the frequent administrative turnover and scheduled transition of committee chairs.

The development of the new departmental chair structure at COA has caused some confusion about resulting responsibilities. Clarity needs to be sought and processes and roles established.

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

DESCRIPTION

Recommendations about student learning programs are initiated within each discipline by individual faculty. Individual faculty members can bring forward proposals for revised course outlines and program content, new courses, and new programs to the Curriculum Committee for review. Advisory committees for the vocational programs contribute to course innovation and development.

New programs are developed in cooperation with community needs, the administration, and other district planning bodies as well as with pertinent faculty. Grants are sought for programs such as service learning, SSPIRE, and basic skills initiatives. A new Biotech/Bioscience program is being developed as a result of research done in cooperation with employers and the One Stop Career Center.

Currently, administrators are considering the productivity of each discipline in an effort to determine which educational programs are most attended.

The college promotes faculty and staff participation in planning and operational decision-making. As part of this effort, students, faculty, and professional support staff have worked to develop institutional learning outcomes, from which program learning outcomes and unit plans are derived. The college has published and promoted staff responsibilities related to the achievement of college goals.

EVALUATION

Faculty, the Academic Senate, vocational advisory committees, the curriculum committee, administrators, and other planning bodies make appropriate recommendations about student learning programs and services.

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

DESCRIPTION

As mentioned previously in this Self Study, College of Alameda has an established governance structure with representation from all of the college constituencies. The Academic Senate, department chairs, and the Peralta Federation of Teachers Union (PFT) represent the faculty's interests. The Classified Council and Local 1021 and Local 39 unions advocate on behalf of classified employees. Administrators articulate their interests at managers' meetings, College Council, Cabinet meetings, and at committee meetings. Students have representation and an active voice throughout the college governance structure. They have a student union, the Associated Students of College of

Alameda (ASCOA), and student members serve on most standing committees and on ad hoc committees, for example, the Grievance Committee. [16] All constituency groups attend the meetings of the Peralta Community College District (PCCD) Governing Board. Although the various constituency groups are called to advocate for their respective members, together they work for the common good of the college.

EVALUATION

In general, the governance structure at College of Alameda functions effectively because there are written governance policies/procedures that ensure Shared Governance by specifying the roles of the various constituency groups. Board policy 2.10 describes the role of the President [1], and the Peralta Community College District Administrative Handbook explains the roles of other levels of management [2, 3]. Board Policy 2.25 articulates "the general policy of the Peralta Colleges to utilize faculty opinion, in areas of their competence, in the development, of the colleges, both in campus planning and in the continued development of the colleges…" [4] The Academic Senates constitution defines its scope of powers and its procedures in regard to Shared Governance. [5] Standing committees, such as Staff Development and Curriculum, have bylaws that specify the roles of committee members. [6, 7] The role of classified staff in the college governance structure is clearly stated. The constitution of Peralta Classified Senate, of which the COA Classified Council is a member, explains the role of the Council in the shared governance process and in all issues not regulated by contract. [8] The student association (ASCOA) constitution explains the duties of its members within the student government and in relation to college governance. [9]

For the most part, faculty and staff are well informed of their respective roles and do participate in college governance. However, despite many recruitment efforts, student participation in the shared governance process and in student government is not consistent. The student government has an insufficient number of elected officers, and some standing committees do not have student representatives. Approximately eighty-one percent (81%) of COA students are part-time students [10] and, as such, these students traditionally do not have the time to participate in extra -curricular activities. As previously noted, in the 2003 College of Alameda Self Study, "many students find it extremely difficult to balance demanding academic schedules, family obligations, and jobs with student government (and college committee meetings)." [11] **To** improve student participation in the shared governance process, perhaps the COA could offer course credit to students for college governance participation through a leadership class.

In spite of their different purposes, the various constituency groups collaborate r for the benefit of the college, and their collaboration has resulted in a number of institutional improvements. For example, students, faculty, staff, and administrators worked together to implement smoking constraints at College of Alameda. [17] In spring of 2008, faculty, staff, and administrators held a successful retreat to discuss and to plan how to implement the state sponsored Basic Skills Initiative at College of Alameda. [18] Much of the intra-college collaboration is due to the effective communication at the college among campus leaders. The college disseminates and receives information via the Peralta e-mail system. Through the use of a single e-mail system, administration, faculty, staff, and students have been kept informed on college-wide issues. Some departments, divisions, standing committees, and constituency groups keep minutes of meetings and disseminate them to their respective members [12] as well as to the college community at-large via postings on the college website.

In addition to e-mail and the college website, the college holds college-wide forums and retreats to discuss efforts to achieve excellence in student success, teaching, organizational and professional development, facilities improvements, and resource management. Although the college has made a good faith effort to communicate these goals, some of the staffing units, mainly the custodial and clerical staffing units (secretaries, clerical assistants, locker room attendants etc.), may not be as well informed about these goals as are administrators, faculty, and technical staff (IT technicians, Audio Visual technicians, science lab technicians, etc.). Perhaps this is the case because the former personnel (who are not responsible for developing yearly unit plans and integrated budgets) are not actively involved in the communication process. In order to ensure campus-wide understanding of college efforts to achieve goals and to improve learning, all staffing units must be actively included in the communication and planning processes.

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

DESCRIPTION

The Accrediting Commission accredits the college for Community and Junior Colleges (ACCJC), which is one of three commissions under the Western Association of Schools and Colleges (WASC). Individual college occupational programs are accredited or certified by the American Dental Association (ADA) Council on Dental Education for Dental Assistants, the Federal Aviation Administration (FAA), and the National Institute for Automotive Service Excellence (ASE). COA's accreditation/certification by these agencies demonstrates the honesty and integrity of the college in its relationships with the external agencies.

College of Alameda has responded promptly and diligently to accrediting guidelines and recommendations as confirmed in the ACCJC response [19] to its March 2008 site visit. In its response, the visiting team cites the college's, and the district's impressive efforts in developing a district-wide strategic plan, in addressing the turnover in administration, and in finding short term solutions in bridging the gap in information caused by the district's fiscal computer infrastructure.

EVALUATION

The college meets this standard.

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

DESCRIPTION

The college administers at irregular intervals campus-climate surveys to faculty, staff, and students. These surveys have originated from the PCCD district office [14], outside agencies [21], and from the college researcher's office. [20] The surveys have questions

that solicit evaluations of the college's governance structure, process, and effectiveness. The results of these surveys are discussed during college forums. However, not all faculty and staff are able to attend, due to their work schedules, and students rarely attend. The surveys' findings are not disseminated via e-mail or posted on the college website.

COA does not have an evaluation procedure for the majority of the standing committees (i.e. Academic Senate, Curriculum, Budget, etc.). However, in the bylaws of the Staff Development committee [6], the chair of a committee can request an evaluation of his or her performance.

The college has begun to address the need for comprehensive evaluations of its governance structure. In the spring of 2008, the different college constituency groups, through the College Council, began an evaluation of the college governance structure as part of the development of the college master plan and approved the reorganization of the governance structure. [22] Also, in the spring of the 2008, the college surveyed faculty and staff about the effectiveness of the college governance structure. [20] In the Campus Climate Survey, which both the COA Academic Senate and the COA College Council reviewed and approved, only 12 % of the faculty agree (5% Strongly Agree and 7% Agree) that the college "…has a policy and procedure in place to annually and systematically evaluate its governance and decision-making structures regarding its effects on its internal constituents" while 22% of the faculty disagree (12% Strongly Disagree and 10% Disagree), and 48% simply do not if an evaluation policy and procedure exist . Only 9% of the staff believed the college's governance and decision-making structures and processes are periodically evaluated while 35% disagree (9 Disagree and 26% Strongly Disagree), and 44% responded "Don't Know."

The college administration is evaluated yearly. [23] The evaluation process solicits input from faculty and staff; however, the results of the evaluation are only made known to the evaluee, his or immediate supervisor, the college president, the chancellor, and the governing PCCD Board of Trustees. In addition to administrators, department chairs are to be evaluated yearly by their immediate supervisor, the division dean. The college has evaluation processes for department chairs that both the district administration and the faculty bargaining agent, the Peralta Federation of Teachers, have approved. [24] Since, COA unlike her sister colleges, did not have department chairs prior to Spring 2008, the evaluation of department chairs will commence this academic year.

EVALUATION

The college should create and/or implement policies and procedures for the evaluation of the various non-administrative constituencies of its governance structure and disseminate the results of the evaluations in a comprehensive format.

PLANS OF ACTION

Communication: Communication practice needs to span both traditional (print and oral) and contemporary (electronic communication, such as a listserv, blog, wiki or website) methods. Communication will then be accessible for all internal and external constituents, and institutional effectiveness will be enhanced. COA needs to develop a protocol so that information flows in a systemic and sustainable manner from and to all constituents, from and to all governance structures, and from and to all administrative bodies. New communication protocols will need to assess for effectiveness via an evaluation process.

Processes that provide clarity, consistency, transparency and accountability: Clear, specific written policies that describe the method by which innovation is begun, realized. and maintained will be constructed.

Limited Resources: In order to develop, implement and assess new SLOs, as well as streamline the process for course development, TASKStream and CurriCuNet application software packages will be purchase, utilized, and maintained.

Processes that provide clarity, consistency, transparency and accountability: The college will identify the component parts of its governance structure (including all standing committees) that must have constitution/ bylaws. Bylaws will be written that specify the roles of its members and the mission of each committee; the bylaws will also provide for evaluation of the committee function. The result of these evaluations should be well communicated to the college community.

Maintenance of Effort, Stability of Administration and Continuity of Practice: To improve student participation in the shared governance process, the college could offer course credit to students for college governance participation through a leadership class.

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31. Standing Committees

Standard IVB
Board and Administrative Organization

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

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

DESCRIPTION

The Peralta Community College District (PCCD) consists of four colleges: Berkeley City College, College of Alameda, Laney College, and Merritt College. The governing body of the Peralta Community College District is a seven-member board. Each member is elected from a specific geographic region in northern Alameda County, and each serves a four-year term. Board member terms are staggered with biennial elections in accordance with California Education Code. [2] Though elected by geographic region, governing board members represent the interests of all county residents. [1: BP 1.06] Two student trustees with advisory voting privileges are elected by the student bodies of the four colleges for a one-year term. [1: BP 1.02] On an annual basis, the Board of Trustees elects a president and vice president. [1: BP 1.04] The foundational responsibilities of the Board of Trustees vested in them by the voters of northern Alameda County are:

- to provide the best possible learning experience for students of the four colleges;
- to assure that the district and its colleges are effectively and efficiently managed;
- to maintain fair and equitable policies for employees and students of the district and its four colleges;
- to represent the general interests of the entire college district;
- to be knowledgeable of and support the mission and philosophy of the California community colleges; and
- to support the work of the district office and the colleges in meeting the district mission, vision, values, and strategic planning goals. [1: BP 1.05, 1.16, 3]

The Board of Directors of the Peralta Community College District has developed the following mission statement:

> The mission of the Peralta Community College District is to provide accessible, high-quality adult learning opportunities to meet the educational needs of the multicultural East Bay community. [3]

The Board of Trustees keeps up-to-date on the district-wide strategic planning process and the implementation of the five strategic planning goals. Periodically, the board conducts study sessions and workshops to examine key initiatives and provide overall guidance. In addition, the governing board holds formal, posted, and publicized

"listening sessions" at each of the four colleges at least once a year to obtain direct input from faculty, staff, students, and the public.

The Board functions with key subcommittees:

- On a monthly basis, the Board Standard and Management Committee is briefed on accreditation and strategic planning. [4]
- The Board of Trustees is regularly updated on the status of district finances. Such reports are provided both at meetings of the Board of Trustees as well as the meetings of the Board of Trustees Audit and Finance Committee. Reports include an update on the status of state funding and the state budget; the status of the district budget, including the district reserve; external audit reports; and expenditure of bond monies. In accordance with state regulations, the board has established a bond oversight committee to directly oversee Measure A funds. [5]
- The Board Facilities and Land Use Committee reviews all facilities action items and land use initiatives prior to review by the full board. This process has allowed for effective oversight by the board. [6]
- The Board Policy Review Committee, with the assistance of General Counsel, began three years ago the task of reviewing and updating all board policies; it has been regularly forwarding policy revisions to the full-board for review and approval. Policies are posted on the District website, under the General Counsel Service Area [7] and available in hard copy at each college in the Office of the President. The authority and process for determining policy are stated in Board Policy 2.20 last updated/reviewed 1993. [1] Although efforts are underway to review and update, there is no written policy regarding regularly scheduled reviews of the mission statement, vision, values, goals and policies at this time. [8]
- The Student Services Committee of the Board of Trustees has been meeting since 2004 in order to review policy and provide policy direction in regard to student services and student equity issues. This sub-committee has taken up the subjects of student health fees, bus passes, textbook affordability, the Student Equity Report, student elections on campuses and for the Board, and enrollment and registration procedures. [9]
- The Board subcommittee relating to technology focuses on issues that pertain to the needs of the district and the colleges. The committee provides updates for the Board on IT department need such as staffing, hardware/software, training and support. Problems and concerns relate to PeopleSoft technology, changing the website, online registration, and IT strategic planning. [10]

Board policy has defined and follows a procedure for hiring the Chancellor [1: BP 1.20] and the college presidents. [1: BP 1.18] In addition, Board Policy delineates the role of the Chancellor [1: BP 2.05] and the role of the college presidents [1: BP 2.10]. Annually, the Board of Trustees conducts an evaluation of the Chancellor, and the Chancellor evaluates the college presidents.

Senior administrative evaluations are conducted to assure that the job performance of each individual is assessed and the results communicated to the individuals being evaluated in accordance with established procedure. The review and evaluation process includes an annual performance contract that serves as the basis for the annual performance review of all district administrators, with the governing board solely responsible for the Chancellor's review and evaluation. Other performance reviews are presented to the governing board in closed session as part of administrative contract renewal. With the implementation of integrated strategic

planning, performance evaluations are correlated with the five district-wide strategic planning goals.

EVALUATION

The Board of Trustees works together to support the interests of the district and takes an active role in advocating for the interests of the community as a whole. The Board has taken seriously its role in and oversight of integrated strategic planning, an ACCJC recommendation to which the district and colleges have responded on an annual basis. The board has taken seriously a previous ACCJC recommendation not to micromanage, and it relies on the Chancellor, as the chief administrator, and the college presidents to operate the colleges in accordance with the policies and implementation procedures of the governing board. The board has consistently funded any additional or outside assistance the district and colleges need to write and implement an integrated strategic plan as well as to update district and college educational master planning, facilities master planning, and technology planning. The board has requested regular reports on the various planning processes. In the process of updating educational master plans, the board has asked the colleges to make monthly presentations at board meetings on programs of distinction and to comment on student and program learning outcomes. In accordance with the new California community colleges curriculum approval process, the board receives monthly reports on curriculum changes, and individual board members ask pertinent questions regarding curriculum actions.

Regarding the hiring of the Chancellor, the Board reviewed and approved changes to Board Policy 1.20, Chancellor Selection, on July 12, 2005.

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

DESCRIPTION

The Board of Trustees is an independent policy-making body representing a publically owned institution. The board president and vice president adhere to their roles and responsibilities as per Board Policy 1.04. [1] The Board of Trustees members adhere to their appropriate roles and responsibilities as per Board Policy 1.05. [1] In this regard, each member of the board works to "base decisions upon all available facts in each situation, vote their honest conviction, and abide by the final majority decision of the board." [1: BP 1.06] Individual members of the board observe the policies that govern decision making; board members have authority only when acting as a board legally in session. The Board of Trustees Code of Ethics and Behavior was reviewed and revised in 2005.

The Board of Trustees, as outlined in Board Policy 1.10, Meeting of the Board of Trustees, section I, Public Participation [1], seeks advice and opinions of the community it serves by providing opportunity for "Communication from the Public" at all open sessions of the Board of Trustees and permits public comment on individual board agenda items [1: see also, Board Policy 1.11, Standing Rules for Public Hearings]. Further, the board has recently begun to hold "listening sessions" at the colleges to provide itself additional opportunities to hear the advice and opinions of the college constituents.

EVALUATION

The Board of Trustees acts as a whole to represent the public interest in the four colleges of the district and takes care, through effective policies and transparency, to preclude conflicts of interest.

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

DESCRIPTION

The Board of Trustees demonstrates its commitment to the quality, integrity, and improvement of student learning programs and services in the following ways: with the development of the District-Wide Strategic Plan; the updating of both a district-wide educational master plan and a college educational master plan; and from the oversight of the Board Policy Review Committee, the Board Standards and Management Committee and the Board Audit and Finance Committee. The governing board directs the colleges and district staff to compile reports on program review, educational master planning, enrollment, curriculum changes, and programs of distinction.

The District-Wide Strategic Plan [11] is comprised of five strategic goals, all of which address student learning programs and services and the resources that are necessary to support them. The overall planning is driving the completion of a comprehensive district-wide facilities master plan and a new resource allocation process and calendar.

The Board directs the Chancellor to work closely with the college presidents to coordinate resource allocation and to identify short-term and long-term resource needs. Since September 2006, the Chancellor has been meeting bi-monthly with the Vice Chancellor of Educational Services, the Vice Chancellor of Finance and Administrative Services, the Vice Chancellor of General Services, and the four college presidents (the Strategic Management Team) to ensure ongoing accountability for meeting the mission of the district and to ensure ongoing implementation of district-wide strategic planning and resource allocation based on educational master planning.

EVALUATION

The Board of Trustees, via oversight of the Board Policy Review Committee, the Board Standards and Management Committee, and the Board Audit and Finance Committee, assures that the district meets its mission to ensure quality, integrity, and improvement of student learning programs and services. The review of board policies ensures conformance with existing laws, regulations, court interpretations, and best practices. The Board Standards and Management Committee regularly reviews the implementation of strategic planning and receives reports from the colleges regarding accreditation. The Board Audit and Finance Committee receives regular reports regarding the district-wide budget and the state of the State budget, providing oversight of resources necessary for student learning programs and services.

c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

DESCRIPTION

Final approval and responsibility for the educational programs and fiscal integrity of the district rests with the Board of Trustees. As stated in Board Policy 1.06 (1), Board of Trustees Code of Ethics and Behavior, the board works with the Chancellor to "recognize the importance of understanding and evaluating the educational program of the District and of providing long term educational planning" as well as to" shape the direction of the District through strategic planning, setting goals and priorities." Various board policies in chapter 5 of the Board Policy Manual speak to educational quality. Those policies include: Board Policy (BP) 5.11, Review Policy for Instructional Program; BP 5.12, Articulation Policy for Instructional Programs and Support Services; BP 5.15, Code of Instructional Standards; BP 5.20, Requirements for Degrees and Certificates; BP 5.22, Standards of Scholarship; and BP 5.61, Educational Advisory Committees, to name a few. [1]

The Board is regularly updated on the strategic planning process, educational master planning, programs of distinction, and curriculum changes. The Board is also provided the findings of the State Chancellor's Office Accountability Reporting for the Community Colleges (ARCC).

In conjunction with the chancellor and district general counsel, the Board is apprised of, and assumes responsibility for, all legal matters associated with the operation of the colleges and the district office. As needed, the district hires other counsel to take on specific tasks.

The Board of Trustees bears responsibility for monitoring all aspects of the district and college finances. An independent audit of the district's financial statements and accounting practices is made annually by an external auditor and reviewed by the board. The Board Audit and Finance Committee and the full board are regularly updated on the OPEB investments which meet GASB 45 regulations. The Board receives an annual report on the financial condition of the district, as required by the state and following the guidelines of the State Chancellor's Office for California Community Colleges.

EVALUATION

The Board of Trustees functions as an independent body and has ultimate responsibility for educational quality, legal matters, and financial integrity. The board's decisions are made with adherence to federal, state, and local policies and guidelines.

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

DESCRIPTION

Bylaws and policies specifying the governing board's size, duties, responsibilities, structures, and operating procedures are approved by the board and published in the

Board Policy Manual: BP 1.01,Membership; BP 1.02, Student Trustees; BP 1.04, Board Officers and Duties; BP 1.05, Duties and Responsibilities of the Board of Trustees; BP 1.06, Board of Trustees Code of Ethics and Behavior; BP 1.09, Parliamentary Procedures; BP 1.10, Meetings of the Board of Trustees; BP 1.11, Standing Rules for Public Hearings; and BP 1.21, Committees. [1]

EVALUATION

Board polices are publically available online under the Peralta Community College District website.

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

DESCRIPTION

The Board of Trustees for the Peralta Community College District is charged with establishing broad policies, which govern the operation of the district, and has the expectation that all policies and procedures are followed properly. The Board Policy Manual, which contains policies and implementing procedures, as previously noted, is posted on the district website and is in the president's office at each of the four colleges. The Board Policy Committee meetings, as per the Brown Act, are open meetings. Representatives of the various district constituencies attend these meetings to provide input and recommendations in the review process. In addition, when appropriate, proposed policy revisions are additionally reviewed at other board committees. As the past-president of the board noted, "All board policies are reviewed, discussed, and debated in at least one of the board committees in an open, quasi-informal, and posted forum that includes the various stakeholders, the public, and the media." All revisions to policy are taken to the full board for approval and adoption.

The Board is consistent in implementing polices as written. Board minutes are available on its website. [12]

EVALUATION

The Board acts in a manner consistent with its policies and bylaws.

In the fall of 2007, the board developed a new self-assessment instrument and has taken seriously the need to conduct such a self-assessment. The current board's review process shows its intention to meet this standard. Ongoing evaluation of the Board's actions is necessary.

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

DESCRIPTION

The Board of Trustees has a process for board member development and new member orientation. Individual trustees are expected to regularly attend workshops and forums conducted by the California Community College Trustees (CCCT), the Community College League of California (CCLC), and the Association of Community College Trustees (ACCT); such attendance provides with professional development and currency with issues and trends effecting post-secondary education. Board membership election procedures, including staggered terms of office, are stated in BP 1.01, Membership. [1]

The president of the governing board, the chair of the Board Standards and Management Committee, and the Chancellor formally meet, on a semi-annual basis, with congressional senators and representatives and with senior staff of the Federal Departments of Education, Labor, Homeland Security, Health and Welfare, Justice, and the National Science Foundation to advocate for initiatives and programs on behalf of the Peralta colleges. These representatives meet with the district's Washington, D.C. lobbyist on a regular basis, either in person or by telephone conference call, to define and refine strategies to pursue legislative earmarks and federal grants. Board members and the Chancellor also meet with State of California legislators, agency staffs, and the district's State lobbyist to advocate on behalf of the four Peralta colleges and California Community Colleges in general. Individual board members are expected to "carry the flag" of the Peralta colleges at a broad array of functions and forums within the district's service area. Board members also visit other community colleges to gain insight into best practices which can be adopted by the Peralta district.

EVALUATION

The board has effective policies which ensure board member development and new member orientation. In addition, board membership and staggered terms of office are clearly defined in board policy and relevant Government and Education Code regulations, as referenced in BP 1.01. [1]

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

DESCRIPTION

In the past, the board held a fall semester board retreat that served as a team building session and an opportunity for informal self-assessment. In fall 2007, the board officially engaged in a formal self-assessment process. The self-assessment instrument focused on board organization and leadership, board policy, community relations and advocacy, board-chancellor relations, standards for operations and performance of the Peralta district, and board education. These issues were responded to using a Likert scale of evaluation. Open-ended questions addressed board strengths and accomplishments, areas in need of improvement, board operation, and board goals. The process was officially codified as Board Policy Board 1.06 Self-Evaluation Policy. [1]

EVALUATION

With the initiation of an official self-evaluation process in fall 2007 and the codification of this process into board policy, the college and district came into compliance with this accreditation standard.

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

DESCRIPTION

Board Policy 1.06, Board of Trustees Code of Ethics and Behavior [1], details the expectations for the behavior of board members. The policy covers a range of topics, including: confidentiality of information discussed in closed sessions; the need to work in harmony and cooperation with other board members when there is a difference of opinion; the need to base decisions on the available facts; and the significance of resisting use of the position of trustee for personal gain.

EVALUATION

The current board of trustees works to be collegial, collaborative, and professional.

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

DESCRIPTION

The Board of Trustees has been informed of and involved in the accreditation process through regular reports from the Chancellor, vice chancellors, and college presidents. The four colleges have filed annual progress reports with ACCJC as well as a focused mid-term report since the time of the last accreditation site visit. In this regard, the board has probably received more reports than many other governing boards regarding district and college efforts to meet the accreditation standards. Various reports have been provided to the board on integrated strategic planning, educational master planning, resource allocation, student learning outcomes and programs of distinction, facilities master planning, technology planning, and many others. Based on board response to the various reports provided, it is evident that the board takes the accreditation process seriously and wants to be knowledgeable of all the work that is being done to meet accreditation standards. Board members have seriously reviewed progress reports and the focused mid-term reports and have reviewed the accreditation self-study. The governing board assumes full responsibility for ensuring that all ACCJC recommendations for "corrective action" are effectively and efficiently responded to in a timely manner. Further, the board has taken an active role in writing the responses to Standard IVB, Question 1a-j, which pertain to the governing board.

EVALUATION

The college meets this standard.

j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement

and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

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

DESCRIPTION

The governing board has the responsibility for selecting and hiring the Chancellor of the district per BP 1.20, Chancellor Selection. [1] This procedure was adopted in 2005. The board conducts annual evaluations of the Chancellor in closed session. The role and responsibilities of the Chancellor are outlined in BP 2.05, The District Chancellor/ Superintendent [1], and the role and responsibilities of the college presidents are outlined in BP 2.10, College Presidents. [1] The selection process for college presidents is outlined in BP 1.18, Management Hiring Policy. [1]

The governing board delegates full responsibility and authority to the Chancellor to implement and administer board policies without board interference and holds the Chancellor accountable for operation of the district. The governing board has taken seriously a previous ACCJC recommendation to not micromanage the district and has charged the Chancellor with full responsibility for administering the district. The Chancellor in meeting the charge of the board meets twice a month with his Strategic Management Team, comprised of the three vice chancellors and the four college presidents. These meeting provide the forum for addressing district strategic and educational planning and for providing and maintaining quality educational programs and services for the community.

EVALUATION

Procedures are in place for the selection and evaluation of the Chancellor and the college presidents. These procedures have been followed, clearly and successfully, with all hiring of chief executive officers since their approval. The board has and upholds a policy for delegation of authority.

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

DESCRIPTION

Note: *As of September 1, 2008, upon the retirement of President Cecilia Cervantes, Chancellor Elihu Harris assigned Dr. George Herring to be the Interim President of College of Alameda through June 30, 2010. All general descriptions and procedural evaluations addressed in section IVB Q2 are descriptions of circumstances prior to the appointment of President Herring and can be generalized to the overarching role of the President's Office. However, all specific accomplishments, survey data and interview responses are specific to the previous President's term of office and should be considered to be useful as guidance for future planning but not necessarily indicative of current status. This distinction is designated in the narrative by referring to the President's Office with a lower case 'p', and reference to the actual President with an upper case 'P'.*

The president of College of Alameda has primary responsibilities for the quality of the institution and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The college has a structure that allows the president to affect and influence the quality of the institution. The President strives to promote and sustain an outstanding educational institution by promoting grants, partnerships, new programs, new modes of delivery, and student success. Examples include: the new Transportation and Logistics program; the Alameda Science and Technology Early-entry High School; the Weekend College; and the Basic Skills Initiative grant. The President engages the college's managers and representatives in the process of planning, primarily through administrative processes and shared governance. The College Council, President's Cabinet, Budget Committee, and other shared governance committees assist the President in assessing the needs of the college and facilitate all aspects of planning for the institution. The President strongly believes in the goal of student success. [13]

EVALUATION

The structure of the College allows for the President to be an effective leader, as evidenced by the accomplishments mentioned above. However, there is an indication that these actions are not cumulatively perceived to be effective by some of the campus constituents. A campus wide survey distributed in April 2008 indicated that 46% of faculty and 43% of staff disagree or strongly disagree that the President is an effective leader, 19% and 22%, respectively, were neutral on the issue, and 28% and 22%, respectively, agreed or strongly agreed that the President is an effective leader. [14] This seems to indicate that the (past) President needs to work more closely with the constituents of the college to create a shared vision of quality and effectiveness that can be broadly supported across the college community.

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

DESCRIPTION

The president of College of Alameda directly supervises an administrative structure with a total of seven senior or mid-level managers, as noted in the College Organizational Chart (with Programs) March 2008. [15] The president also directly supervises the Public Information Officer, the Research and Planning Officer, an Executive Assistant, and a Staff Assistant.

In the Student Services Division, there is one Vice President of Student Services (VPSS) and a Director of EOPS/CARE/CalWORKS. The VPSS oversees all categories of student services, which include but are not limited to: admission and records; counseling; financial aid; health services; career services; veteran's affairs; and student activities. The Director of EOPS/CARE/CalWORKS reports to the VPSS and supervises all services for students in the Economic Opportunities Programs and Services, CARE, and Cal-Works programs.

In the Instructional Division, there is a Vice President of Instruction (VPI) and two Division Deans. The VPI oversees fifteen categories of instructional services, which include but are not limited to: accreditation; A/V; catalogue and class schedules;

curriculum; library services; information technology; learning resources; educational master planning; and instructional coordination. The Division Deans oversee all forty-three instructional departments of the college and report directly to the VPI on all instructionally-related issues. Spring 2008 was the first year that COA has had department chairs to provide administrative support to the assist the Instructional Deans.

In addition to the Vice Presidents, there is a Business and Administrative Services Manager who oversees eleven categories of business services for the College, which include but is not limited to: finance; facilities; custodial; safety and police; duplicating; mail room; and switchboard services for the College. [15,16]

The College of Alameda President, with the assistance of the senior and mid-level managers and various college standing committees (17), plans and evaluates the need for human resources and promotes those needs within the Strategic Planning Matrix of the District to achieve the institution's purposes according to the College's size and complexity. [Minutes: 11, 17, 18]

The College of Alameda President delegates authority to administrators and others consistent with their responsibilities, as appropriate.

EVALUATION

The College's administrative structure is organized and staffed effectively and efficiently, except as noted below.

Prior to 2003-2004, the College had three Division Deans. One Division Dean position was lost during the stringent budget cuts that were required during the fiscal year 2002-2003, when the college lost $1.5 million from the non-instructional side of the budget. Although it has been high priority for the college to get the position reinstated, the continuing state-wide educational budget crisis and competition for funds at the district level have prevented the position from being funded for reinstatement. It is expected that the department chairs' roles may augment for a portion of the work that the Division Deans were managing. [19, 20]

In 2006-2007, the college administration was reorganized to comply with a state mandate that the EOPS department be supervised with a dedicated director's position. The funding for this position was acquired from a vacant Dean of Student Services position. It is the intention of the current President that this position is to be filled upon identification of additional funds; this is an example of the continuing state budget crisis and competition for funds at the district level. [21]

In May of 2008, a limited series of interviews were conducted to evaluate the Standard IVB Question 2 issues. [22] The interviews included seven faculty and staff members who were active in college governance. Out of those interviewees, four indicated a wish to see the vacant Dean position filled, and three indicated the need to fill the vacant Assistant Dean of Student Services. In addition, the interviewees identified other areas which could use additional human resources:

- support staff in key areas such as financial aid, student services, and AV/IT
- staff for increased library hours and work on collections
- a director of construction and disaster planning
- a director of outreach and enrollment
- counselors tied to disciplines rather than serving as generalists

- Additional job placement staff to assist students

It should be noted that some of these staffing and funding insufficiencies have been long recognized, but due to budget shortfalls have not been adequately addressed.

Additionally, the results of the interviews revealed that six out of the seven responders agreed that the President delegates authority to administrators and others consistent with their responsibility as appropriate, while one of the respondents believed otherwise about the issue. [22]

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

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

DESCRIPTION

The president guides institutional improvement of the teaching and learning environment. The President conducts workshops every year to review and update the college Mission, Vision, and Goals. [23] The President convenes the President's Cabinet and the College Council monthly and the administrative Manager's Meeting weekly. Most major changes to policy or evaluation of critical information of interest to the college are discussed in these venues. The College Council is the shared governance committee that provides an advisory role to the president; the President's Cabinet provides for implementation of the policies and decisions promoted in Council to the President. Most recommendations in College Council are made by consensus or voice vote. Occasionally, items are introduced as directives from the President or the District office. All shared governance committees, such as Budget, Curriculum, Information Technology, Student Services, and Safety and Facilities, are required to bring items forward to College Council for review and approval before implementation. Shared governance committee membership is defined by written policy and includes broad representation by faculty, staff, and students. The President encourages participation in shared governance and attends selected committee meetings as appropriate. [24] The President also convenes dedicated forums to discuss district-wide implementation strategies (Strategic Planning) and college-wide projects. The President oversees the publication of a college newsletter and sends out periodic written communications regarding important issues or events.

The President has directed the convening of department clusters, which decide the educational and instructional goals. The President supports the district-wide implementation of strategic planning. As of January 2008, the college introduced Department Chairs to replace department clusters. One advantage of department chair structure is that it facilitates communication and implementation of strategic planning. Currently, all student service and instructional units are required to complete Student Learning Outcomes and Unit Plans. COA has completed the

compilation of Institutional Learning Outcomes and is in the process of completing the Educational Master Plan.

The President utilizes data and analysis to promote the goals of the college and establish criteria for program reviews and the College Educational Master Plan. The College Researcher reports directly to the President. The President facilitates the College Researcher in the compilation of essential data for institutional utilization. The President ensures that research data from the District research department is disseminated at the college for utilization in program reviews. The President directs resources to successful programs, supports expansion of new or existing programs, encourages grant applications, and promotes the College's programs to the District in support of acquiring additional resources as needed. [25]

EVALUATION

According to the Institutional Faculty and Staff survey taken in April, 2008, 36% of faculty and 26% of staff agreed or strongly agreed that the President has established a collegial process that sets values, goals, and priorities for the institution that are linked to achieved student learning outcomes, while 43% and 35%, respectively, disagreed or strongly disagreed with that statement. [14]

Although the college structure is effective in creating broad opportunities for participation in college governance, there appears to be a perception that the President does not reach out to college constituents in a timely manner on important issues, or that the President does not communicate consistently regarding items that might affect the college community. There is a mild perception that the President relies on other managers or constituent leaders to facilitate communication rather than releasing information directly from the President's office. [22, 27] ***Note:*** *It is expected that the new president will benefit from this appraisal to encourage collegial collaboration in shared governance and direct more communications on important matters to the college community in a timely and inclusive manner.*

The President drives college-wide strategic planning and encourages participation through appropriate departmental meetings and shared governance. However, the process of both the college and District strategic planning remains confusing to most faculty and staff. Procedural directives and timelines from both the District and the college have been revised several times. Compounding the problem has been the institution of a Department Chair system in Spring 2008, which is still undergoing initial structuring and role definition. During this structuring period, all departmental units had to complete budget requests for two cycles over the course of one academic year (2007-2008 and 2008-2009), utilizing new strategic planning forms and procedures. The President and the college are struggling with the new strategic management planning protocol. Amongst faculty and staff , there is confusion regarding implementation of procedures.

The President utilized funds from the Basic Skills Initiative Grant for an all-college retreat in May 2008 to address the concerns of student success in basic skills. Organized and facilitated by the Vice President of Instruction, the retreat was considered a resounding success and resulted in renewed energy for cross-department collaboration and emphasis on basic skills throughout the curriculum. This is an example of how the President communicates the importance of a focus on student learning.

With the direction and support of the President and the district, the college has undertaken numerous quantitative and qualitative studies in support of strategic planning. These documents are available for utilization by the staff and faculty in program review and institutional self-evaluation. These studies are listed on the Accreditation website under Accreditation/College Planning Documents and include a series of documents under the title "COA Quantitative and Qualitative Data. " This research data is not yet incorporated in a consistent manner in strategic planning and budgeting, but numerous Unit Plans utilized the material in the last budget development cycle. The college's Mission, Values, and Goals are highlighted within the Unit Plans and Program Reviews and directly tied to resource requests.

The college-wide Educational Master Plan and college Facilities Master Plan are developed through the shared governance process, although the current versions of both are in draft form. A mechanism to evaluate overall planning and institutional effectiveness at the college level has not been developed. [28, 29, 30]

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

DESCRIPTION

The college president's role and responsibilities are defined in board policy 2.10. [1] The president provides guidance, oversight and accountability to the Peralta Board of Trustees to assure the implementation of statutes, regulations and Peralta district policies. The president holds managers accountable for abiding by statutes, regulations and all board policies, communicating with unions, the faculty senate and the General Council at the district. When issues arise, the president meets with the President's Cabinet, either as a group or individually, to review statutes, regulations and district policies. The president assures that College of Alameda's practices are consistent with its mission, vision, goals, and policies, consistently emphasizing the Mission and advocating service to the students. The president meets once per month with the Academic Senate, the Classified Council president and with the ASCOA student body president, and assures that a high standard of integrity is practiced throughout the college. [31]

EVALUATION

Forty-seven percent of faculty members agree that College of Alameda's mission statement guides planning at the college. Fifty-three percent agree that there is an ongoing dialogue about improvement of the college's institutional processes. The processes for evaluation and review and planning for improvements make evaluations available to all faculty and staff, according to 41% of the faculty and 50% of the classified staff. [14]

Not all college employees agree, however: 25% of faculty and 8% of staff disagree that planning is guided by the college's mission statement; 24% of faculty and 25% of staff disagree that there is an effective, ongoing dialogue about improvement, and 36% of faculty and 27% of staff disagree that the institutional process for review, evaluation and planning results in evaluations being made available to personnel. [14]

The perception of the college community is that there is some confusion about respective District and College of Alameda responsibilities regarding values, goals and direction.

d. The president effectively controls budget and expenditures.

DESCRIPTION

The President effectively controls budget and expenditures by promoting shared governance and strategic planning. The President is involved in all aspects of budget development at the campus level and promotes the college's needs at the District level.

In April of 2007, as part of the Integrated Planning and Budgeting process, a target list of college-wide priorities was developed to guide the allocation of any new funds that might come to the college. The unranked list included: the Division Dean; five full or half-time faculty positions (specialist counselor, accreditation coordinator, articulation officer, SLO coordinator, and career counselor); three classified positions (two in financial aid, one in counseling); instructional support (instructional aides, funding for intersession/weekend/summer classes); support for health services (supplies, crisis counselor); and marketing and communication materials. Several items on the list were funded from the president's discretionary budget in 2007-2008. The list continues to guide the institution for new funding allocations from either the District or the college. [32]

Ultimately, the amount of money allocated to the College of Alameda is determined by: the amount of funds received from the state; parameters established by bargaining-unit contracts; district-wide strategic planning processes; and required reserve balances. Once the level of college-specific allocation is determined and passed to the college, the president is given latitude to spend discretionary funds according to college priorities, within parameters defined by the District to maintain legal obligations.

EVALUATION

The President was very involved in developing and implementing the COA Integrated Budget and Planning Process during the last two budget cycles (2007-2008 and 2008-2009). [13, 31, 33]

The President strives to keep the campus community informed about the budget, announcing by e-mail significant events that affect College of Alameda's fiscal situation. During the early 2008 budget crisis the President circulated potential budget-reduction scenarios that may have been instituted if required by strict State budget cuts. [34]

The perception of some members of the college community is that the budget for College of Alameda is provided by the District, and that the President controls the budget by controlling the Budget Committee and the College Council, as they decide how the money is to be spent. However, the College Budget Committee distributes information and solicits feedback on all budget decisions prior to making recommendations to the College Council. In addition, the College Council distributes information prior to making recommendations to the President. The Integrated Budget and Planning Timeline incorporates these feedback opportunities within the

overall planning process of the College. The College shared governance structure is open to all to participate. [13, 17, 21, 33, 34]

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

DESCRIPTION

The President is very active in working with the communities that the college serves. The President is a member of the Alameda Rotary Club, and speaks regularly to such groups as the Kiwanis Club, the Public Arts Commission as well as various professional organizations. For instance, the President recently gave a talk to fifty realtors from Gallagher and Lindsey Company; also, the President communicates often with the mayor and city manager, serves on the boards of directors of the Alameda Chamber of Commerce and the West Alameda Business Association, and works with the superintendent of Alameda Unified School District.

The President represents the College at numerous public functions. For instance, she recently spoke to a public forum at the Alameda Public Library describing potential impacts of budget cuts on the College of Alameda. She participates in Alameda's West-end Peanut Butter & Jam Festival as a volunteer. The President frequently receives telephone calls from local citizens and considers responsiveness to the citizenry to be one of the most important responsibilities of the President's office. [36]

The President also works to communicate with internal constituencies. The President presents PowerPoint updates at College of Alameda's professional development days for the college community and circulates memoranda and e-mail updates to the faculty and classified staff. [34, 36, 37, 38, 39]

EVALUATION

Forty percent of faculty members and 30% of classified staff members agree or strongly agree that the (past) President communicates with integrity and works effectively with external communities served by College of Alameda; 34% percent of faculty and 8% of staff disagree or strongly disagree with that statement. [14]

Thirty-eight percent of faculty and 26% of staff agree or strongly agree that the (past) President communicates with integrity and works effectively with internal constituencies, while 34% of faculty and 39% of staff disagree or strongly disagree that the president communicates with integrity and works effectively with internal constituencies. [14] These statistics indicate a similarity to the observations identified in Question 2a. The same recommendation may be applied here.

3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.7

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

DESCRIPTION

The publicly elected Board of Trustees, the governing board for the four Peralta colleges, is the policy-making body for the district. The authority of the governing board is delineated in the Education Code of California, and its mandate is to provide oversight of and direction to the district. The governing board has established a Board Policy Manual, is currently in a process of reviewing and updating the Board Policy Manual, and strives to have policies in place that address key operational issues of a California community college district. The governing board appoints the Chancellor, who serves as the "chief administrative officer" of the district, and to whom is delegated authority to implement and enforce the policies and procedures of the governing board. The role and responsibilities of the Chancellor are delineated in Board Policy 2.05. [1] At the college level, authority and responsibility for implementing the policies and procedures of the governing board, as well as directives from the Chancellor, rests with the college president. The role and responsibilities of the college president are delineated in BP 2.10. [1] District administrative officers who report directly to the Chancellor are the Vice Chancellor of Educational Services, the Vice Chancellor of General Services, and the Vice Chancellor of Finance and Administrative Services. The roles and responsibilities of the Vice Chancellors are delineated in job descriptions housed in the district office Human Resources department. College administrators who report directly to the College President are the Vice President of Instruction, the Vice President of Student Services, and the College Business Officer. The roles and responsibilities of these administrators are delineated in job descriptions housed in the district office Human Resources department. Meeting this standard was a recommendation of the last accreditation visiting team. Several progress reports, to the satisfaction of the visiting teams and subsequently ACCJC, addressed the delineation of district office roles and responsibilities versus those of the colleges.

In fall 2006, the Chancellor, in an effort to build strong working relationships within the district and among the district office and the colleges, and to facilitate dialogue, transparency, and effective planning, established the Strategic Management Team. The team consists of the Chancellor, the vice chancellors, and the four college presidents. This team provides as an additional means of ensuring a clear delineation of the role of district office administrators versus the college presidents.

EVALUATION

The Chancellor is clear about his role as "chief administrative officer" of the district and the role of the college president as "chief administrative officer" of the college. The college presidents, through the Strategic Management Team, collaborate with the district on integrated strategic and educational planning, the budget, and other matters affecting the colleges and the district. The presidents are given wide latitude at the college level in managing college planning, the college budget, and decision-making regarding expenditures on instructional programs and student services that support the mission of the individual colleges.

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

DESCRIPTION

The district's primary purpose is to provide operational and logistical support to the four colleges. In this effort, the district office offers key support services to the colleges. The main services involve instructional and student services support, including: institutional research; admissions and records and international students; human resources and employee relations; business services; financial services; legal services; public relations and marketing; facilities planning; information technology; and community and governmental relations. These services support the colleges in their missions and functions.

The District Office offers district-wide coordination and support of educational services through the Vice Chancellor of Educational Services in conjunction with the Associate Vice Chancellor of Institutional Research and Planning, the Associate Vice Chancellor of Student Services and Admissions and Records, and the Associate Vice Chancellor of International Student Affairs. Educational Services is responsible for coordinating district-wide educational master planning and reports to the governing board, and for compiling and filing routine reports to the State Chancellor's Office of the California Community Colleges. Also under the purview of Educational Services are curriculum and instruction, student services policies and procedures, Tech Prep, grants, financial aid, a faculty diversity internship program, staff development, and tenure review processes. Recently, through the advocacy of Educational Services, the district purchased CurricuNet to provide a 21st century method of curriculum management; the district also purchased SARS for use by counseling services at all four colleges, and worked with administrative services in implementing the student administration system component of the PeopleSoft system.

Additional services to support the colleges in meeting its mission and function are provided by the Vice Chancellor of General Services. The Department of General Services provides facility and property services as well as purchasing, warehousing, duplication, facilities maintenance and operations, capital planning, and police services. The facility and property services include capital planning and management, real property leasing, maintenance of facilities and equipment, engineering, energy management as well as custodial and security services. Additional services include overseeing central purchasing and contracting, mail, duplication, surplus property, and warehousing.

Coordinated services are also provided under the direction of the Vice Chancellor of Finance and Administrative Services. Areas of service include human resources and employee relations, finance, payroll, and information technology. One major initiative in this area has been the implementation of the PeopleSoft system, both the finance and human resources component (PROMT) and the student administration component (PASSPORT). A new ACCJC recommendation was given in June 2007 regarding implementation of the finance portion of PROMT; this was addressed in the March 15, 2008 Progress Report from the four colleges.

District staff members are active in a variety of institutional and administrative committees. The Strategic Management Team engages the college presidents and the Strategic Planning and Policy Advisory Committee engage other college constituencies in dialogue regarding district services and district-wide planning.

Beginning in fall 2007, the various district office units began unit review s to address the services provided and how these assist the colleges in meeting their missions and functions. Administrators are annually provided an orientation and training on the varying roles and responsibilities of administrators throughout the district.

EVALUATION

The district office provides coordinated support in the various areas reported above in the **Description.** Face-to-face meetings between the chancellor, vice chancellors, college presidents, and other administrators provide opportunity for dialogue, if necessary, regarding these district services to the colleges. As is well known district-wide, continued attention will have to be provided to the full implementation of the PROMT and PASSPORT systems, with the understanding that the process often can be of eight to ten year duration.

Although it is the intention of the district service centers to provide coordinated, effective, and efficient support service to the colleges, historically there have been difficulties in numerous areas. According to the Spring 2008 faculty and staff survey, 48% of faculty and 38% of staff disagreed or strongly disagreed that the district provides effective services and support for its colleges. [14]

In August 2007, a District Service Center Unit Review and Planning Handbook was developed to facilitate the evaluation of the district service centers in their administration of customer service to the colleges. The handbook identified the evaluation process as part of the Program Review Integrated Planning Template. As part of this review process, a series of surveys were distributed to the college/district community to allow feedback from different district service units. The data was collected by the General Counsel's office and utilized by the different units for their evaluation. However, the results of the Unit Surveys and Service Unit Reviews were not published or distributed to the community, even after multiple requests for results by campus representatives.

Because of the lack of results from the above surveys, a campus-wide follow-up survey done in September 2008 [35] requested that respondents identify district service unit departments that: 1) provided excellent customer service to the college; 2) most improved customer service to the college; and 3) those that needed improvement in providing customer service to the college.

The Purchasing department received the most votes as needing improvement in serving the college's needs. Other departments that followed closely in the category of needing improvement included: Information Technology; Maintenance/Custodial; Marketing/Public Relations/Communications; and Benefits/Medical Information. Nine other departments got one vote each recognizing a need for improvement: Budget/Finance; Distance Education; Educational Services (Faculty Hiring); Institutional Research; International Students; Office of Inspector General; PASSPORT S.A.P.; Strategic Planning; and Payroll. The Risk Management Department got two votes.

Aside from the implementation of the PROMPT and PASSPORT systems, which continue to be problematic, the areas of concern generally involve college users who interface with the district service areas. It is not a surprise that the Purchasing Department has been identified as needing improvement. In addition to the issues surrounding the PROMPT implementation, bureaucratic delays and complications

impede efficient movement of a requisition through the system. Due to the universal need for purchasing support, it is recommended that a review be performed to determine the best way to improve purchasing related services to the college, and that the Chancellor and Board expedite suggested solutions. In addition, evaluations of the other services mentioned above should be conducted to determine what improvements that could be implemented to advance customer service to the college.

The survey identified the following most improved units: Benefits/Medical Information; Educational Services; Human Resources; PASSPORT S.A.P.; Staff Development; Payroll; and General Services. The Units which provided excellent customer service to the college included: Risk Management; Human Resources; Peralta TV; Payroll; Admissions & Records; Staff Development; Office of Inspector General; and Educational Services (Faculty Diversity Program).

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

DESCRIPTION

For many years, the distribution of resources first focused on fixed costs at the district office and at the colleges. Those fixed costs were generally salaries. The next step in budget planning focused on the allocation of discretionary funding so that each college could meet its FTES targets, which were set to maximize the return on state funding for FTES (factoring in growth and cap). An additional consideration was maintaining a necessary reserve.

In concert with the active engagement in district-wide integrated strategic planning, a calendared method of looking at resources and distributing resources to meet the planning goals of the district and the four colleges was adopted. The process is more deliberative and allows for more input and dialogue. This budgeting and resource allocation process was spelled out in detail in the Progress Reports the four colleges submitted to ACCJC on March 15, 2008. The new process begins with a research phase under the direction of the Vice Chancellor of Educational Services who develops an Annual Planning Budget Framework providing data on a variety of areas that are central to resource allocation. The process involves a number of participants, the District-wide Educational Master Plan Committee, college councils, college budget committees, the District-wide Budget Advisory Committee, and the Strategic Management Team, who make budget and resource allocation recommendations to the Chancellor and the governing board. In this process, each college is provided a base budget that includes funding for fixed costs and funding determined necessary to meet FTES and productivity goals for the academic year. This funding is made available on each July 1, the start of the fiscal year. If the state chancellor's office in any given fiscal year makes cuts in funding or provides additional funding, this affects the base budget. Beyond providing a base budget for each college, the process includes an annual determination of available discretionary funds; these funds are allocated based on priorities set in the educational master plan (e.g. faculty positions, classified positions, funds for new program start ups) and determined through a review process wherein the District-Wide Educational Master Plan Committee and the District-Wide Budget Advisory Committee make recommendations to the Strategic Management Team. The Chancellor makes the final decision on the allocation of the discretionary funds. The process is an honest attempt to combine a necessary base budget and program-based funding.

EVALUATION

According to the 2008 Faculty and Staff Survey, 39% of faculty and 44% of staff disagree or strongly disagree that the district effectively controls its own expenditures and distributes resources fairly among the colleges. This is in contrast to 10% of faculty and 4% of staff who agree or strongly agree with that statement. [14] This indicates a sense of disproportionate allocation of resources between the District and the College.

The PCC District is still struggling to implement the comprehensive allocation of resources through the Strategic Management Plan (SMP) process. The process is delineated through numerous descriptions and guidelines and has assigned responsibilities for implementation. Institutional data is gradually being incorporated into the process as the data becomes available and the process becomes more refined. District-wide conversations are integrated into the planning procedures, which allow competitive interests to be discussed and evaluated for implementation. The new SMP is a work in progress that is gradually aligning the district's mission, values and goals to the colleges' missions, values, and goals to provide fair distribution of resources adequate to support the effective operations of the colleges, including College of Alameda. It is necessary for the college to advocate for its fair share in the planning process.

At the college level, numerous items have been identified that would enhance the educational effectiveness of the institution. [33] Funding these priorities must involve discussions at the college and district levels to identify a fair distribution of resources.

d. The district/system effectively controls its expenditures.

DESCRIPTION

External audits for the last number of years have produced no adverse financial findings and the district has consistently had a positive ending balance. Systematic and procedural controls at the district and college levels also help to prevent overspending and reinforce accountability from budget managers. As an educational institution, the district uses governmental accounting with emphasis on the uses of resources to attain the institution's objectives. With specific fund numbers for each source of funds, funds are tracked to account for revenue and expenditures. In order to provide effective oversight of funds, the district launched a PeopleSoft financial system in order to have an up-to-date relational database system to manage funds.

The Chancellor has overall responsibility for the management of the district's budget. The Vice Chancellor of Finance and Administrative Services is responsible for the general management of the budget, budget controls, and the accounting program of the district. Such oversight led to a 14% reserve in 2007-2008 which provided a fortunate safety net when the State recalled $1.5 million during the middle of spring semester 2008. The president of each college is responsible for operating the college within the limitations placed by the budget. College administrative responsibilities include adherence to procedures established by the district office of finance; compliance with deadlines; and adherence to generally accepted accounting

principles. It should be further noted that the district is in compliance with GASB 45 through the establishment of OPEB bonds, which provide adequate funding for expenditures.

EVALUATION

Overall, the district is well managed for financial stability and control as evidenced by the 14% reserve in 2007-2008, and general audit results.

However, as noted in the preceding section, respondents to the Survey indicate that 39% of faculty and 44% of staff disagree or strongly disagree that the district effectively controls its own expenditures and distributes resources fairly among the colleges. This is in contrast to 10% of faculty and 4% of staff who agree or strongly agree with that statement. [14] This indicates a predominate belief that the district does not effectively control its expenditures and/or distribute them fairly, and the result is a detriment to the college programs. The preponderance of outside consultants, administrative positions, and subsequent support staff at the district level is often seen as evidence of the misuse of funds. This issue has been introduced within the District Budget Allocation and District Budget Advisory Committees over the past few years, and it will continue to be discussed as the allocation process becomes more refined.

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

DESCRIPTION

The college presidents' responsibilities and authority for implementation and administration of district policies are prescribed in Board Policy 2.10. [1]: "The President is directly responsible to the Chancellor of the District for the administration of the College in accordance with district and college policies and procedures." The Chancellor gives the presidents this authority and holds the presidents accountable for the operation of the colleges through an annual performance evaluation process. As part of the evaluation, the president establishes goals in keeping with the strategic planning goals of the district, and the Chancellor and president annually assess the progress on these goals. The Chancellor in closed session briefs the governing board on the presidents' progress towards their goals.

Additionally, as noted before, the Chancellor meets bi-monthly with the three vice chancellors and the four college presidents, as the Strategic Management Team, to discuss concerns related to the individual colleges, the district office, or issues that may be of concern district-wide, as well as to review planning and resource allocation. The presidents attend meetings of the governing board and report on college initiatives, programs, and other pertinent issues.

EVALUATION

The President of the College of Alameda confirms that the Chancellor gives her full responsibility and authority to implement and administer delegated district policies without the Chancellor's interference; accordingly, he holds her accountable for the operation of the college. For example, the Chancellor annually provides the college

president with a discretionary fund, and the president has total discretion in expending this fund. The President confirms that the Chancellor does not micro-manage the affairs of the College. [31]

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

DESCRIPTION

The Chancellor, as chief administrative officer of the district, is the liaison between the colleges and the governing board. The Chancellor submits all college matters on behalf of the colleges to the full board for consideration.

The district/system and the colleges use effective means of communication in a timely manner to relay information to the board and others about upcoming board agenda items. Items to be considered at board meetings are widely distributed electronically via the board packet to the board, college presidents, the district academic senate president, union presidents, and other interested community members in advance of a board meeting. The board packet contains documented summaries, prepared by the responsible college or district personnel, and the Chancellor submits them to the board for consideration. Board meeting minutes are posted on the district's Web site, and past minutes are archived on the site. Board agendas are posted on the district Web site and posted at the entrance to the district office building. The college presidents and the district academic senate president attend board meetings and report on college and senate initiatives and programs. The governing board includes two student trustees who voice the issues and concerns of the students in the district.

In addition to meeting of the governing board, there are board committees through which communications between the district, the colleges, and ultimately the full board may occur. Those committees are the Audit and Finance Committee, the Student Services Committee, the Policy Committee, the Standards and Management Committee, and the Facilities and Land Use Committee.

EVALUATION

Although PCCD Board activities are well communicated, there is little information flowing from the Chancellor to the college community at-large, although the District Strategic Plan was an exception.

There is an absence of clear communication from many of the district service areas; for example, results from evaluative surveys have not been clearly communicated to the campus community.

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

DESCRIPTION

The district has various governance and decision-making structures in place, which include the Strategic Management Team; the Strategic Planning and Policy Advisory Committee; the District-wide Educational Master Planning Committee; the Council on Instruction, Planning, and Development; the District-wide Budget Advisory Committee; the District-wide Facilities Committee; a District-wide Distance Education Committee; as well as ad hoc "groups" that are created from time to time. Excluding the Strategic Management Team, which was strictly designed to bring the Chancellor and high-level manager together in a regularly scheduled manner, all committees are collegial and inclusive, with constituents working together to help the colleges and the district reach their goals. All of the listed groups have a written "charge" and set informal goals. Faculty and staff are well represented on district-wide committee. Students have a voice through the two student trustees who are members of the various district committees.

EVALUATION

This past year the Strategic Management Team conducted a formal evaluation using a survey that provided opportunities to write statements of evaluation regarding the work of the Team. In spring 2008, a survey was forwarded to the membership of the Strategic Planning and Policy Advisory to begin a formal assessment of the work of the group. No formal assessment of the other groups has occurred.

PLANS OF ACTION

Communication: It is recommended that the President ensure that important information that might affect the college community be communicated directly from the President's office, widely, utilizing multiple media, and in a timely manner.

Limited Resources:

- Identify existing or new sources of revenue to support the adequate staffing of administrative, faculty, and staff positions as identified in the COA Integrated Planning & Budgeting College-wide Priorities (Unranked) 2007-2008 as Recommended by the College Budget Committee-April 23, 2007.
- It is recommended that the College utilize appropriate planning and assessment to identify or advocate for the funding of priorities that will assist the College in achieving its institutional goals.
- It is recommended that the District continue to develop and implement the Strategic Management Plan to effectively use resources in a fair manner to assist the College of Alameda in achieving its institutional goals.

Evidence based practice:

- It is recommended that the institution continue to develop and utilize research data in determining strategic allocation of resources.
- It is recommended that a review be performed to determine the best way to improve purchasing related services to the College, and that the Chancellor and Board expedite the suggested solutions.
- It is recommended that evaluations be performed on District Service Units to determine what improvements could be implemented to advance customer service to the College(s), and that the results be clearly and broadly disseminated to the college community.

- Develop mechanisms for regular formal evaluation of role delineation and governance and decision-making structures.

Processes that provide clarity, consistency, transparency and accountability:

- It is recommended that District and College Strategic Planning procedures and processes be clarified, simplified, and communicated comprehensively to the college community.
- It is recommended that the institution develop a clear process to systematically evaluate overall institutional planning and implementation efforts, and review f institutional effectiveness as it relates to the college mission and plans for improvements.
- It is recommended that District and College Strategic Planning procedures and processes be clarified, simplified, and communicated comprehensively to the college community.

REFERENCES

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6. Agendas and Minutes of BF&LUC
7. PCCD Board Policies: http://www.peralta.edu/apps/comm.asp?$1=303
8. Agendas and Minutes of BPRC and Board Policy and Procedures Manual
9. Agendas and Minutes of SSC
10. Agendas and Minutes of BTC
11. District-Wide Strategic Plan
12. PCCD Board Minutes: http://www.peralta.cc.ca.us/apps/docs.asp?Q=Projects/2
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16. COA Office of the President Organizational Chart, March 2008
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18. Agendas and minutes of COA Manager's meetings
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20. Budget Committees, FYs 02/03 & 03/04
21. Minutes of College Council and Budget Committees, FY 06/07
22. Standard IVB Q2 Interviews
23. August Professional Day minutes 2003-2007
24. President's Cabinet & College Council Agendas and Minutes; Standing Committee Agendas and Minutes
25. Interviews, plus ARC data and SSECCI data. Examples: SSPIRE, weekend biology labs, Bioscience program, Title III, Equality for All, Basic Skills Initiative Grant, etc.
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32. Budget Committee Minutes/IPB Priorities 042307, President's Discretionary Budget details 07/08

33. "Integrated Planning/Budgeting – College-wide Priorities" e-mail of 4/11/2007
34. "Budget Update" e-mail of 5/21/2008
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    August 22, 2007 "Good Morning College of Alameda!!!!" e-mail; and May 5 Public Forum Announcement
36. December 4, 2007 "Re-From the VPI – Department Chairs & Instructional Funds" e-mail
37. December 7, 2007 "2008-09 Faculty Hires" memorandum
38. February 27, 2008 "New Faculty and Staff Parking" e-mail
39. March 18, 2008 "Basic Skills Retreat" memorandum

Identified Challenges and Planning Summary

Identified Challenges and Planning Summary

As a result of the self study, the College of Alameda has identified the following challenges. They are presented as general themes and represent needed change and improvement to operations, instructional programs and services. The self-study committee believes that by identifying these themes as challenges, along with clear plans of action and identification of college constituents responsible for solutions, that the self-study will become a useful document for institutional planning and positive change. In the following section each challenge is described. This section is followed by a table outlining: WHAT is the challenge; WHO is responsible for initiating solutions; WHO should be collaborating on solutions; and WHO is accountable for completion of the task. A suggested date as to WHEN solutions to the challenge should be in place is also included.

1. **Primacy of Teaching and Learning:**

   The College's primary objective l is the exchange of information between a teacher and a student. This fact is often buried under an avalanche of well-meaning community services, and administrative rules and regulations. In the Mission Statement, we speak of "educational needs," and the PCCD Board mission statement speaks of "learning opportunities." College of Alameda recognizes the need to make the exchange between student and teacher its primary mission and will not deviate from keeping it as its essential focus. In order to support student learning needs, financial and human resources must be dedicated towards this end.

   In order to better use the COA's limited financial and human resources, the college's institutional identity needs clarification, and more centralized and coordinated planning needs to occur. If a sharper focus is made on the primacy of teaching and learning, funds for the teaching and learning processes will become more prominent in the planning process. Although categorical funds and periodic grants are available at various times for special instructional resources and projects, the tendency of the institution is often characterized by a lack of planning for on going funding for these projects. Since the institution has not had a clear, central planning process, plans and efforts by individual and departments often overlap or contradict each other. As a result resources are placed into initial development and execution instead of into direct support of ongoing teaching and learning.

   - It is suggested that an institutional identity be clarified.
   - It is suggested that once the identity is clarified, that human and financial resources be focused on this area.
   - It is suggested that no project go forward unless it speaks to the institutional identity, and that budgets be written for each project that are holistic and focused on ongoing support for staffing and resources.

   This challenge is referenced in Standards IB, IIC, and IIIA.

2. **Processes that provide clarity, consistency, transparency and accountability**:

   College of Alameda finds a need for the development and implementation of defined, written, and archived processes relating to governance, committees structure and purpose, as well as to reporting practices in order to provide greater clarity, consistency, transparency, and accountability in all college operations. An essentially oral tradition has been past-practice. However, as the keepers of the institutional history of policies and practices retire, the knowledge of institutional practices and procedures, along with location of written documents of the college, disappear. Thus, there is a compelling need for continuous production and updating of written policies, processes, and procedures to delineate the ways in which all aspects of the college are run. A central location, possibly online, for these written policies and documents is crucial.

   - The College Council will develop a written policy that will provide a process for introducing new policies and procedures, and/or new programs and services to the college at the institutional level. This new process will provide both a method of consultation with appropriate constituents and feedback to college innovators. As a function of this new process, proposals will be screened and discussed for suggestions,

and feedback will be documented in writing. The purpose of identifying a new, clear procedure for any innovation on campus is to assist college personnel in directing their innovations through the system of discourse, approval, and implementation in the most appropriate, clear, and transparent way (e.g. all academic and faculty professional issues through the Academic Senate).

- All approved policies, planning documents, protocols, and procedures will be suitably communicated to the college community and archived in a central location. This includes but is not limited to protocols and procedures for unit plans, integrated budget plans, and program reviews.
- Updates for policies, planning documents, procedures and protocols that occur at regular intervals will be posted on a master calendar that all college constituencies can access and review.
- Focus areas:
  a. Using a similar manner found in this document, all policies, procedures, planning documents and protocols should be clearly described (WHAT), identify responsibility (WHO), and provide a calendar for completion, date effective, or cycle of revision or updating is to occur (WHEN).
  b. Consistency in the practice of this recommendation and for all standing committee procedures, consistent within the practice of each committee, is highly recommended.(UNCLEAR)
  c. All college committees will review or create bylaws and/or a constitution and consistently post minutes and resolution for review by the entire campus community.

This challenge is referenced in Standards IA, IB, IIA, IIB, IIIA, IIIC, IIID, IVA, and IVB.

3. Communication:

College of Alameda finds need for improvement of communication with all its internal and external constituents. Prompt and consistent communication at COA is a key factor in achieving its mission and goals. While communication is improving, basic practices lack consistency and wide distribution to constituents. Innovative and revised college projects, programs, policies, and services often remain unknown to the greater campus community. Issues that contribute to problems in communication include: lack of ability to communicate with part-time students and adjunct faculty; the irregular development of and training for computer-based communication systems: and the distance that employees and students live from the campus. (NOT CLEAR BUT OK)

- Communication is a two-way process. Committee members (at both the district and the college level) are appointed to communicate with and represent their various constituencies. Currently, committee chairs and committee members do not suitably communicate with their constituencies, and with respective administrators.
- Except for the College Council, there is no clear site or system for communication between faculty/staff and administration. At the direction of the President, the College Council could establish accountability for developing, implementing, and training college constituents in improved methods of communication. These methods should be periodically evaluated and revised.
- A flow chart of college-wide communication pathways should be developed.

(WHY DO YOU SWITCH TENSE FROM ABOVE?)

- Communication will be broad-based, will be accessible, and will be reflective of trends that appeal to the diverse constituents at COA.
- New employee orientation will be developed, implemented and maintained, including consistent updating of the Employee Handbooks by the proper authorized bodies.

This challenge is referenced in Standards IB, IIB, IIC, IIIA, IIIB, IIIC, IIID, IVA, and IVB.

4. Maintenance of Effort, Stability of Administration and Continuity of Practice:

College of Alameda finds need for improvement in the area of consistent and continual maintenance of practices, policies, and procedures that are proposed and implemented. Stability in ongoing operations as well as clear accountability are also a critical needs, needs which point to a repeated theme in this document. Maintenance of practices here is broadly defined as relating to all practices and procedures adopted and utilized by both the college and the district. The currently lack of stability and consistency of practices creates a work climate for faculty and staff that is confusing and frustrating. Questions often asked are, "Is there a policy, is it updated?" "Who was responsible?" Accompanying this is a deficiency in maintaining committee and meeting notes or minutes, including committee proposals and recommendations. This has led to lack of awareness and confusion about what has been implemented or approved and who, or what group, is accountable for implementation. This uncertainty and frustration has resulted in a perceived lack of sustained progress by many college constituents. However, there have been some recent efforts to improve continuity and stability of practices. They include:

- Review of the administrative organizational structure and how it relate and reports to the colleges standing committee.
- Creation of department chairs that will become a vital link and stabilizing element in faculty/staff and administration communication.
- Programs planning for Grow/Watch/Maintain the process, rationale, roles of accountability, and time lines have been set for this *Common Review Criteria for CSEP Review and Discussion* (updated May 22, 2007) (UNCLEAR)
- COA Fact Book has been published (Spring 2008) with updated college information to use for new planning and evaluation of current practices

This challenge is referenced in Standard IIA, IIC, IVA.

5. **Shared Governance**:

College of Alameda finds need for improvement in the area of shared governance, especially as relates to mutual responsiveness of constituencies, timeliness, and constancy of efforts within committees. Also imbedded in this challenge is the effectiveness of the structural relationship between administrative and faculty/staff levels of governance found in current practice (LAST SENTENCE MAKES LITTLE SENSE) More effort is needed to insure that all college constituents are listening to each other, and that they aware of the each other's efforts. Prompt and clear communication of the practical results from the efforts of governing bodies is also crucial. Another major challenge for shared governance procedures is the lack of properly calendared timeframes to completely dialogue and research for issues facing the college that must result in either institutional consensus or vote. (UNCLEAR) Adequate time for proper research and writing of planning documents is essential. Other problems with current practice include:

- Lack of clarity in role definition, including charge and authority of standing committees,
- continuous debate and acrimony within and between governing bodies, resulting in recommendations and proposals without resolution, follow-up, or practical results.

This challenge is referenced in Standard IB.

6. **Hegemony of College versus District**:

College of Alameda finds need for improvement in what is commonly perceived by college constituencies as prioritizing district resource needs over those of the college. This assessment includes the perception that the voice and will of the college is not well heard in district committees, or properly reflected in resulting documents. College constituents often make the observation that planning seems to reflect a one way, "top-down," or district to college track that is overly complex, less than transparent, and with little effective input by the college's constituencies.

While the district planning groups have prioritized and expedited a more holistic, district-wide planning process, as recommended by the last Accreditation Team, district priorities and commitments tend to dominate the workload of COA administrators, key faculty, and staff leaders. This leaves a vacuum when it comes to addressing issues at the college level. Until the

recent appointment of an interim president, the college has lacked robust advocacy in the Strategic Management Team. With the new and experienced leadership brought on board in August 2008, the college's concerns will be more forcefully and clearly articulated to the district at large. The college will support the administration in these efforts. As this is only the second year of integrated planning, it is not yet clear how the college's efforts, reflected in its goals and objectives, will be incorporated and prioritized by district planning bodies and documents. Problems with current practice include:

- A recommendation of the 2003 Accreditation Team was for the "college and district [to] jointly address administrative turnover by filling interim and temporary positions as quickly as possible to provide administrative stability for the colleges(s). Yet district management structures and costs have grown while college budgets remain flat. Four college administrative positions, President, VP Student Services, Dean Student Services, Division Dean, are vacant.
- Continuing perception by the college constituents that district service centers are not any more service orientated or efficient than previously judged. This is especially true in terms of lack of transparency, lack of consistency of procedures, and lack of responsiveness by district personnel This perception is demonstrated in surveys, discussed in department meetings, and presented at Listening Sessions with the Board,
- Educational Master Plan -- The recommendation by the Accreditation Team was to implement a "district-wide plan [that] integrate[s] the educational master plans and program reviews of the colleges." However, in practice, the district, with little dialogue or suggestions from the college community, dictated the format and contents of the master plan. The plan's format seems to be overly complex, driven by questionable data, and it does not fully include all college departments, programs, and services in master planning (e.g. Student Services, Health Services, Library instructional program and services).

This challenge is referenced in Standard IIB.

7. **Evidenced-based practice:**

Current practice for planning at the institutional level is supported by a weak evidence base to formulate policy, procedures and targets of growth. From 2003 to 2006, COA made attempts to define operational practices. Results include: the adoption of new planning framework consisting of: vision, mission, goal statements, and institutional student learning outcomes; the construction of an integrated budget and planning process (linked to the action priorities); development of several comprehensive planning documents, including an equity for all plan (evidence-baseline achievements in student access and success), and development of enrollment management and matriculation plans. However, evidence to measure COA's goals and plans were inconsistent and lacked proper monitoring; this is due, in part, in part due to the lack of a full time researcher. From 2005 to present, the District Office developed strategic and operational plans. However, due to poor district planning, guidance, and support, COA's capability to build a better infrastructure of evidenced-based practice was limited. Nevertheless, the college has begun to incorporate the District's model of evaluating disciplines, programs and services by productivity. COA has added to this model by using its own course retention and success model. The college now has a Fact Book, using "student's journey" as a theme, which provides trend data on student access, continuation, and success. This document was developed to provide faculty, staff, and administrators with a comprehensive view from an institutional perspective of the college's overall effectiveness.

This challenge is referenced in Standards IB, IIA, IIB, IIIB, IIID, and IVB.

8. **Limited resources:**

A small college, COA is limited in its human, physical, technological and fiscal resources. The institution of annual department unit plans should assist in making needs more objectively identified and prioritized. Human resources are probably the most limited of the aforementioned areas. There are too few faculty and staff able to commit time outside of their regular duties. There are ten full-time faculty vacancies, twelve vacancies in the full-time staff area, and three

administrative vacancies. The faculty has been heavily supplemented with part-time teachers, and the staff has been supplemented with work-study students. Of approximately 74 full-time faculty members, 36 are committed to multiple roles (sometimes as many as four major roles in governance and special projects); 35 faculty members have been new hires since 2002; and several others have health and/or family issues that prevent their full participation. Although the Educational Master Plan speaks to human resources needs, a Human Resources Master Plan should be developed and implemented. For example, during the first three months of the Fall 2008 semester, the college was asked to simultaneously produce annual unit plans, a college technology plan, a final version of the Educational Master Plan, and the final draft of the Self-Study of Accreditation. These assignments were made in additional to other staff responsibilities: administrative training by newly instituted department chairs; regular teaching loads; and extensive college and district committee work.

Currently, physical resources are scarce. Since Spring 2007, the A Building has been vacated for construction. This building had housed student services, administration, and various academic programs. Temporary portable structures, dubbed Cougar Village, were installed primarily for student services and instructional classrooms. The A Building had also housed meeting rooms. At present, there is only one large meeting room and one open forum outside of classroom space for meetings. COA has secured an agreement with the City of Alameda to have priority use of a building at 860 Atlantic Avenue, about one-quarter of a mile from COA, that will serve as temporary housing for all of COA's science programs as Buildings C-D undergo renovation. A Facilities master Plan, a part of the Educational Master Plan, is currently being developed and should be implemented as resources allow.

Technology has gotten a boost with monies from Measure A. However, there are still many needs in this area. The Technology Master Plan is being developed at the college and should be implemented as resources allow. The college is also seeking additional revenue s through alternative funding sources, including federal and state grants as well as community-based collaborative ventures with contract education and non-credit offerings. Although the integrated budget plan is in place, a process needs to be developed for prioritization of requested items.

This challenge is referenced in Standards IIA, IIB, IIC, IVA, and IVB.

College of Alameda: Action Plan Matrix

ACTION PLAN COMPONENTS	WHO	ESTIMATED COMPLETION/ APPROVAL DATES
STANDARD I A: MISSION		
IA: Processes that provide clarity, consistency, transparency and accountability, and Evidence-based practice: The college, led by the College Council, will formally review the Mission Statement as part of the overall planning process at least once every six years. COA will revise the Statements as needed, using evaluation tools such as learning outcomes, student success rates, and basic skills data. In addition, the college plans to incorporate new data analysis as it become available to reflect the changing student population and its interactions with the community.	Initiator: Research and Planning Officer Collaborator: Accreditation Committee Accountability for completion: College Council (College President)	2011
STANDARD I B: INSTITUTIONAL EFFECTIVENESS		
IB: Primacy of Teaching and Learning: Institutional identity needs clarification.	Initiator: College Council (President) Collaborator: Faculty Senate, College Council, input from all college constituents Accountability for completion: College Council (President)	2012
IB: Shared Governance, Communication: Resolve crucial and ongoing issues around the prompt publication and communication of all planning documents and research data, with particular attention to access and usability issues of the new web service, to maximize public notification and campus dialogue, with particular attention to access and usability issues of the new web service to maximize public notification and campus dialogue. Reporting back mechanism between managers and faculty staff, by way of committee and shared governance structure should be consistently and promptly utilized.	Initiator: College Council (President) Collaborator: Research and Planning Officer, Department Chairs and Coordinators, Communications Specialist (Webmaster) Accountability for completion: VPI, VPSS, Deans	Annually, on-going
IB: Shared Governance, Processes that provide clarity, consistency, transparency and accountability: Clarify governance structure especially procedural approval of recommendations, decisions made as a result of more focused dialogue, and policy/budgetary decisions between the various recommending and decision-making bodies.	Initiator: President, Research and Planning Officer, College Council Collaborator: Academic Senate, Classified Senate, ASCOA, and Business Office Accountability for completion: College Council (College President)	By December 2009

ACTION PLAN COMPONENTS	WHO	ESTIMATED COMPLETION/ APPROVAL DATES
IB: Evidence-based practice: Institutionalize a cycle of systematic measures that are tied to Activity Objectives with measurable outcomes that are reported annually and measured against baselines that are informed by research data. In addition, the college needs to incorporate new data analysis to reflect the changing student population and its interactions and feedback from the community	Initiator: Research and Planning Officer Collaborator: Department Chairs and Coordinators Accountability for completion: College Council (College President)	2010
STANDARD II. A: INSTRUCTION		
IIA: Processes that provide clarity, consistency, transparency and accountability: Student learning outcomes are a new practice at COA. In order for the outcomes to be of value to the institution, there needs to be clarity of process and consistency in practice. The following definitions, processes, and chains of accountability need to be determined regarding the development, application, analysis, and assessment of student learning outcomes that are interwoven with institutional outcomes: • Responsibilities and accountability of instructors for course and programs outcomes; • Responsibilities and accountability of department chairs, department directors, and deans for initiation and completion of outcomes; • Scope, responsibilities, and accountability of the SLO Committee; • Scope, responsibilities, and accountability of the Curriculum Committee (including updating of courses, vocational certificate programs and other programs).	Initiator: SLO Committee Collaborator: Department Chairs and Coordinators, Research and Planning Officer, Academic Senate, Curriculum Committee Accountability for completion: Vice President of Instruction, Vice President of Student Services	Processes will be defined, written and incorporated into a well-communicated format (electronic and/or paper) by December 2010. All employees will be notified.
IIA: Processes that provide clarity, consistency, transparency and accountability: Although planning processes at COA have been initiated and practiced, further refinement of these processes are needed to reduce confusion and redundancy. Timely feedback with regard to these planning documents is essential. When written procedures are completed, they will be well-communicated, with training as appropriate. • Written and clear procedures regarding the content of unit plans, integrated budget plans, and program reviews are critical. If the planning processes are completed as described, then during any cycle, >80% of units will have unit plans, budget plans, and program reviews completed and done to specifications.	Initiator: Accreditation/Planning Committee Collaborators: Research and Planning Officer, Business Manager, Deans and Vice Presidents. Accountability for completion: College Council (College President)	12/2010
IIA: Evidence-based practice: To ensure quality practice, COA uses empirical evidence to evaluate, analyze, assess, and restructure learning modalities. Student learning outcomes are used for courses, programs, student service, and other departments and the institution. To effectively incorporate the research data, education and goal setting for faculty and staff must be available and attainable. Hallmarks of this program will include: • A commitment and investment from the institution in support of evidence-based practice • SLO workshops to assist faculty in writing and assessing SLOs.	Initiator: Instructors Collaborator: SLO Committee, Accreditation/Planning Committee, Staff Development Committee, Research and Planning Officer Accountability for completion: Vice President of Instruction, Vice President of Student Services	By 12/08, a paid SLO coordinator will be functioning. By 5/09, educational workshop will have been offered on writing, assessing, and analyzing SLOs.

ACTION PLAN COMPONENTS	WHO	ESTIMATED COMPLETION/ APPROVAL DATES
• All SLOs need to be completed and included in all syllabi. • Education and assistance with analyzing SLOs for course, program, and degrees • Rewriting and reworking course/program content to reflect improvements based on evidence • Sharing of findings in a holistic manner for disciplines, programs, departments, divisions, and the institution. • Substantive change based on outcome analyses (reports) and the impact of findings on general education requirements and college practices and procedures. • Integration of course and program SLOs, alignment with institutional learning outcomes (ILOs), and appropriate identification of assessment measures. • Complete comprehensive learning outcomes for General Education and develop an assessment for general education courses.		By 12/09, written guidelines concerning sharing of outcome findings will be available and will have been acted upon. By 12/10, initial changes in educational content and institutional procedures based on evidence will be completed.
IIA: Limited Resources: The College of Alameda will urge the purchase of a software package, such as Schedule 25, to help in scheduling classes across the district.	Initiator: COA Curriculum Committee Collaborator: COA Technology Committee, District Technology Committee, CIPD Accountability for completion: Vice President of Instruction	Recommendations to CIPD and District Technology Committee made by 5/2009.
IIA: Maintenance of Effort, Stability of Administration and Continuity of Practice: The job placement of students in vocational programs should be tracked at the college and district level.	Initiator: Instructors Collaborator: Department Chairs Accountability for completion: Curriculum Committee	2010
STANDARD IIB: STUDENT SUPPORT SERVICES		
IIB: Communication: The Student Services Division has the following needs for improved communication: • Develop communication methods and signage that are culturally sensitive and that serve all constituents, with attention to non-English languages. • Plan and develop a protocol so that information flows in a systemic and sustainable manner from unit plans, program reviews and evidenced-based practices to Student Services Council, to the BSI/SSI Committee, and to College Council, to form a basis for holistic planning within the department and the college and to contribute to institutional effectiveness. • Improve awareness of the College Supplement to assure accurate and consistent communication of information. • The COA Student Handbook, currently distributed in hardcopy, should be put online.	Initiator: VPSS Collaborator: SS Department Chairs and Coordinators, Instructional Department Chairs, Student Activities Coordinator, Matriculation Committee Accountability for completion: VPSS with the Student Services Council	2010

ACTION PLAN COMPONENTS	WHO	ESTIMATED COMPLETION/ APPROVAL DATES
IIB: Evidenced-based practice: • Develop and maintain the use of accurate and well-planned research to augment and sustain evidence-based planning for programs and services, including budgeting for necessary research. • Collaborate with the Student Learning Outcomes Assessment Committee (SLOAC) to continue developing and refining student learning outcomes.	Initiator: Department Chairs and Coordinators Collaborator: SLOAC Committee, District Office of Institutional Research Accountability for completion: VPSS	2010
IIB: Processes that provide clarity, consistency, transparency and accountability: The responsibility for development and review of the Catalog needs to be officially designated.	Initiator: VPI Collaborator: College Council Accountability for completion: College Council	2010
IIB: Limited resources: The Student Services Division finds a need for human and physical resources. These requests are delineated in the Educational Master Plan and unit plans. These requests should be filled as resources allow. Some examples of current requests are: • FTE Articulation Officer • Counselors, • Financial Aid staff • General outreach position (COA Education Master Plan, p. 15)	Initiator: Department Chairs and Coordinators Collaborator: VPSS, VPI, Budget Committee Accountability for completion: College Council	An assessment will be made yearly, at the end of each spring semester.
IIB: of District: The new PASSPORT system needs to be responsive to the needs of the end-users. There should be an on-going cycle of evaluation and improvement.	Initiator: VPSS Collaborator: Associate Vice Chancellor of Student Services, Department Chairs and Coordinators Accountability for completion: Student Services Council	An assessment will be made yearly, at the end of each spring semester.
STANDARD IIC:		
IIC: LIBRARY: Maintenance of Effort, Stability of Administration and Continuity of Practice District librarians will conduct selection and migration process for a new integrated library system, necessitated by the recent announcement that development of the Horizon system will be discontinued after the 7.4.1 release.	Initiator: COA Head Librarian Collaborator: District Head Librarians Group Accountability for completion: District Financial Planning, Head Librarians Group	2011
IIC: LIBRARY: Maintenance of Effort, Stability of Administration and Continuity of Practice, Limited Resources: *Memorandum of Understanding* with managers to recognize the need for stabilized minimum, or "maintenance of effort" budget each academic year, including additional funding for intersession and summer sessions, regardless of funding source.	Initiator: Head & COA Librarian Collaborator: VPI, College Business Officer, District Finance Accountability for completion:	2012, and 1st completed collections update cycle 2017

ACTION PLAN COMPONENTS	WHO	ESTIMATED COMPLETION/ APPROVAL DATES
Including stable, continued funding including grant development, for update of print and e-book and multimedia-collections within 10 yr goal cycle beyond current Measure A bond funds	Head Librarian, VPI	
IIC: LIBRARY: Primacy of Teaching and Learning: Plan, redesign, staffing and funding for restructuring reference desk, reference/classroom area into instructional lab for research. Audio-Visual Center Collections Project with Listening Viewing Center; expand classroom instruction (library and "infused"), and reference instruction as a result	Initiator: COA Librarians Collaborator: Consultant; instructional faculty, VPI, College and District Business Office Accountability for completion: Head Librarian, VPI	2011
IIC: LRC: Limited Resources -- Update and increase LRC specialized textbooks/reference materials; Develop funding for more specific resources/ workshops/ programs, including online and 24/7 type tutoring assistance for all students.	Initiator: LRC Coordinators Collaborator: BSI Committee, SSPIRE Coordinators, VPI, Dept Chairs of ESL, English, and Math; Student Services representatives Accountability for completion: LRC Coordinators, VP Instruction	Review annually, completed 2015
IIC: LRC: Maintenance of Effort, Stability of Administration and Continuity of Practice Work with administration, faculty, the IT department, as well as publishers of software to advise, update and improve software in all the labs.	Initiator: LRC Coordinators Collaborator: faculty, IT Team Accountability for completion: LRC Coordinators, VP Instruction	An assessment will be made yearly, at the end of each spring semester.
IIC: LRC: Primacy of Teaching and Learning, Communication -- Increase usage, and explore new ways of delivering LRC materials, print and digital, in of all academic labs in the LRC via greater faculty involvement and increased course linkage to the labs. Development in this area depends on available funding. This development would include development of the LRC Web site.	Initiator: LRC Coordinators Collaborator: Faculty Accountability for completion: LRC Coordinators, VP Instruction	An assessment will be made yearly, at the end of each spring semester.
STANDARD IIIA: HUMAN RESOURCES		
IIIA: Primacy of Teaching and Learning: In cooperation with the college Staff Development Committee, District Staff Development should ensure that professional opportunities are rigorously evaluated and assessed for appropriate application of academic standards using a methodical evaluation of the effectiveness and relevance of research, training, and sabbatical project results.	Initiator: Chair/Staff Development Committee Collaborator: District Staff Development Accountability for completion: Academic Senate	2014
IIIA: Limited Resources: Additional permanent streams of funding should be developed for staff development. Models from other PCCD college should be investigated	Initiator: VPI, VPSS, College Staff Development Chair Collaborator: President, District Staff Development Chair Accountability for completion: President, VPI, VPSS, College Staff Development	2014

ACTION PLAN COMPONENTS	WHO	ESTIMATED COMPLETION/ APPROVAL DATES
IIIA: Communication, Processes that provide clarity, consistency, transparency and accountability: The Office of Human Resources will continue to provide ongoing training sessions in the area of recruitment and selection, continue to develop procedures, guidelines, and improve communication to help expedite the hiring process. and together with appropriate constituencies develop a master training calendar.	Initiator: Hiring Committees, Department Chair Committee, College Administrators Collaborator: District Human Resources Accountability for completion: VPI, VPSS, President, College Council	2012
IIIA: Processes that provide clarity, consistency, transparency and accountability: Existing procedures should be clarified, more promptly, and consistently carried out and communicated, with accountability, for those responsible for conducting and completing classified staff evaluations. By contract, the Peralta Federation of Teachers requires that all full-time instructors should be evaluated on a three-year cycle. (Reference – evaluations are referenced above.) Beginning in Fall 2008, each department will document that a good-faith effort has been made to evaluate one-third of its instructors during the Fall 2008-Spring 2009 academic year.	Initiator: District HR, VPI, VPSS Collaborator: Division Deans, Dept Chairs, Union Accountability for completion: VPI, Deans, President	2010
IIIA: Processes that provide clarity, consistency, transparency and accountability: Due to various procedural and staffing issues, tenured faculty are not evaluated on a regular basis. The college requests that all appropriate bodies (i.e. deans and other managers, PFT union reps, Faculty Senate) necessary to the process join together with the District Human Resources Department and meet to clarify and stabilize the process. This might include assistance with tracking the 3-year evaluation cycle, and additional training and staffing of committees specifically for he tenured faculty review process. Beginning in Fall 2008, each department will document that a good-faith effort has been made to clarify process and being to evaluate instructors during the 2009-2010 year.	Initiator: Deans of Instruction and Student Services Collaborator: VPI, VPSS, District Human Resources Accountability for completion: College Council	2010
STANDARD IIIB: PHYSICAL RESOURCES		
IIIB: Communication: Incorporated within the institutional effectiveness plan is a reporting mechanism for all college committees to provide oral reports to the Council and Academic Senate and where applicable to the Classified and Student Senates. Such reports (health, safety, expanding facilities needs) can emanate from evaluative studies, college planning documents, proposed survey criteria, and/or proposed plans for building renovations and acquisitions.	Initiator: College President, Senate President, Classified Senate President. Collaborator: Committee Chairs on College Council, College Council Accountability for completion: College President	2010, then ongoing
IIIB: Evidence-based Practice: The Safety and Facilities Committees, in collaboration with the Research and Planning Officer, and using college planning documents and other appropriate sources, including faculty/staff petitions, compile a list of safety and facilities issues affecting programs and services. These outcomes should be measurable and systematically evaluated systematically annually by the Safety and Facilities committee members and shared with the	Initiator: Facilities & Safety Committee Chair(s) Collaborator: Facilities & Safety Committees Accountability for completion:	Approved as a process, 2010, then ongoing

ACTION PLAN COMPONENTS	WHO	ESTIMATED COMPLETION/ APPROVAL DATES
college's aforementioned governing bodies and appropriate District departments.	Facilities & Safety Committee Chair(s)	
STANDARD IIIC: TECHNOLOGY		
IIIC: Processes that provide clarity, consistency, transparency and accountability: Continue to refine the college-wide process for requesting technology funding (state and private), recognizing the specialized needs of individual departments and programs by implementing a clear planning matrix for evaluating hardware and software needs including staffing ratios for on-campus and/or distance education/remote access functions and services.	Initiator: VPI Collaborator: Deans, Coordinators, Department Chairs, IT Team Accountability for completion: Requesting Departments/Chairs	2015
IIIC: Communication: Better communication between all IT Team and all college constituencies about scheduling and coordinating services and programs that impact and require technology resources, especially setting delivery dates prior to term start dates.	Initiator: IT Team Collaborator: VPI, Requesting Depts. Accountability for completion: VPI	2010
IIIC: Processes that provide clarity, consistency, transparency and accountability: Technology Committee should be supported to help provide the college with consistent implementation and clarity on existing policies, and development of new IT related procedures and policies (e.g. Technology Life Cycle). Address concerns about the adequacy of staff and faculty training in district and college technology (software and systems). Adequate time for regular and emergency planning, prompt purchase and installation with awareness for vendor and District IT delays should also be addressed.	Initiator: Technology Committee Collaborator: VPI, IT TEAM Accountability for completion: College President/Council	2010
IIIC: Communication: Expedite planning and design of CCTI by developing funding, programs and workshops in teaching and learning (LRC) and information and educational technologies and competencies driven by faculty need and interest.	Initiator: LRC, Distance Ed Coordinators Collaborator: VPI, Academic Senate, IT Team Accountability for completion: VPI	2012 (Depends of completion of Bldg. A)
IIIC: Processes that provide clarity, consistency, transparency and accountability: Designate a responsible body (staff or committee) to oversee the design and maintenance of the college's website. Establish responsibility for departmental/divisional web pages, either by following faculty recommendations of hiring a campus Web Master, or by providing other solutions so that this issue can be resolved, and the redesign and maintenance of the college's website can move forward.	Initiator: President/Council, VPs Collaborator: Deans, Coordinators, IT Team, District HR Accountability for completion: President/Council	Fall 2009
STANDARD IIID: FINANCIAL RESOURCES		
IIID: Communication, Processes that provide clarity, consistency, transparency and accountability: The college will continue in its strategic planning process to help establish priorities for college funding using a well communicated planning process and data, especially in regards to the creation of, and more sequential updating all college planning documents, adequate time for research and preparation, accessibility to research information, that is clearly	Initiator: President/Council Collaborator: VPs, Researcher Accountability for completion: Budget Committee/Council	2010

ACTION PLAN COMPONENTS	WHO	ESTIMATED COMPLETION/ APPROVAL DATES
integrated into the planning process and provides for appropriate development of funding		
IIID: Processes that provide clarity, consistency, transparency and accountability: It is recommended that budget forms such as the College of *Alameda Integrated Planning and Budgeting Process* template be revised and simplified no later than the end of the spring semester, 2009, with input from all users, especially Department Chairs, of the form, and to be reviewed and approved by campus shared governance. Once adopted, the new form should be available on line with clear instructions and training on how to complete it.	Initiator: Department Chairs, Management Team Collaborator: Budget Committee Accountability for completion: President/Council	2009
IIID: Evidence-based practice: Identification of a planning and training process to use, incorporate, and integrate research data from all college planning documents into the writing of department planning documents (e.g. student success, student equity plan, matriculation plan, enrollment management plan, unit plans) so, as a result, this data is reflected in proposals for all resources needs and funding for completion.	Initiator: Department Chairs Collaborator: Researcher, Business Office, VPI Accountability for completion: Researcher	2010
IIID: Processes that provide clarity, consistency, transparency and accountability: The Peralta Community College District and the College of Alameda should publish online and in print the budget process, including that of evaluation and prioritization of approved budgets, as well as other current financial documents (e.g. audit reports) in a more timely manner. All constituents should be informed of their online and print publication and availability as soon as possible, and insure that this process includes all aspects of shared governance and input from college constituencies.	Initiator: Budget Committee Collaborator: Business Office Accountability for completion: College President	2009
IIID: Communication, Processes that provide clarity, consistency, transparency and accountability: In collaboration with the business office, the appropriate college constituents (department chairs and coordinators, classified staff, division deans) involved in budgetary and financial matters should continue to address the various issues and problems with the *Promt* financial/accounting system (eg. Accuracy/update of budget pages, accuracy of year-end budgets, compliance of budget proposal with allocated budgets, consistency and communication of changed budgetary procedures, etc.). The college administration, led by the business offices should create a process for input from these users to support, improve, develop, and especially simplify budget/finances-related paperwork and procedures, so that the budgetary and financial work of the college can be more promptly completed.	Initiator: Deans, Department Chairs Collaborator: Business Office (College & District) Accountability for completion: VPs, President	2010
STANDARD IVA: CAMPUS LEADERSHIP		
IVA: Communication: Communication practice needs to span both traditional (print and oral) and contemporary (electronic communication, such as a listserv, blog, wiki or website) methods. Communication will then be accessible for all internal and external constituents, and institutional effectiveness will be enhanced. COA needs to develop a protocol so that information flows in a systemic and sustainable manner from and to all constituents, from and to all	Initiator: College Council Collaborator: Department Chairs and Coordinators, Webmaster (if available), college constituents as appropriate	2010

ACTION PLAN COMPONENTS	WHO	ESTIMATED COMPLETION/ APPROVAL DATES
governance structures, and from and to all administrative bodies. New communication protocols will need to assess for effectiveness via an evaluation process.	Accountability for completion: College Council	
IVA: Processes that provide clarity, consistency, transparency and accountability: Clear, specific written policies that describe the method by which innovation is begun, realized. and maintained will be constructed.	Initiator: College Council Collaborator: Department Chairs and Coordinators Accountability for completion: College Council	2010
IVA: Limited Resources: In order to develop, implement and assess new SLOs, as well as streamline the process for course development, TASKStream and CurriCuNet application software packages will be purchase, utilized, and maintained.	Initiator: Curriculum Committee Collaborator: SLOAC Accountability for completion: VPI	2009
IVA: Processes that provide clarity, consistency, transparency and accountability: The college will identify the component parts of its governance structure (including all standing committees) that must have constitution/ bylaws. Bylaws will be written that specify the roles of its members and the mission of each committee; the bylaws will also provide for evaluation of the committee function. The result of these evaluations should be well communicated to the college community.	Initiator: College President Collaborator: Chairs of all pertinent committees, with committee approval Accountability for completion: College council	2009
IVA: Maintenance of Effort, Stability of Administration and Continuity of Practice: To improve student participation in the shared governance process, the college could offer course credit to students for college governance participation through a leadership class.	Initiator: VPI will appoint faculty to assist Collaborator: Student Activities Coordinator Accountability for completion: College Council	2009
STANDARD IVB: BOARD, PRESIDENT, DISTRICT SERVICE CENTERS		
IVB: Communication: It is recommended that the President ensure that important information that might affect the college community be communicated directly from the President's office, widely, utilizing multiple media, and in a timely manner.	Initiator: College President Collaborator: Public Information Officer Accountability for completion: College Council	2009
IVB: Limited Resources: • Identify existing or new sources of revenue to support the adequate staffing of administrative, faculty, and staff positions as identified in the COA Integrated Planning & Budgeting College-wide Priorities (Unranked) 2007-2008 as Recommended by the College Budget Committee-April 23, 2007. • It is recommended that the College utilize appropriate planning and assessment to identify or advocate for the funding of priorities that will assist the College in achieving its institutional goals. • It is recommended that the District continue to develop and implement the Strategic Management Plan to effectively use resources in a fair manner to assist the College of	Initiator: College President Collaborator: College and District Resources Accountability for completion: College Council	2010

ACTION PLAN COMPONENTS	WHO	ESTIMATED COMPLETION/ APPROVAL DATES
Alameda in achieving its institutional goals.		
IVB: Evidence based practice: • It is recommended that the institution continue to develop and utilize research data in determining strategic allocation of resources. • It is recommended that a review be performed to determine the best way to improve purchasing related services to the College, and that the Chancellor and Board expedite the suggested solutions. • It is recommended that evaluations be performed on District Service Units to determine what improvements could be implemented to advance customer service to the College(s), and that the results be clearly and broadly disseminated to the college community. • Develop mechanisms for regular formal evaluation of role delineation and governance and decision-making structures.	Initiator: College President Collaborator: College and District Resources, Research and Planning Officer, PCCD Board of Trustees Accountability for completion: College Council	2012
IVB: Processes that provide clarity, consistency, transparency and accountability: • It is recommended that District and College Strategic Planning procedures and processes be clarified, simplified, and communicated comprehensively to the college community. • It is recommended that the institution develop a clear process to systematically evaluate overall institutional planning and implementation efforts, and review f institutional effectiveness as it relates to the college mission and plans for improvements. • It is recommended that District and College Strategic Planning procedures and processes be clarified, simplified, and communicated comprehensively to the college community.	Initiator: College President Collaborator: Public Information Officer, PCCD Board of Trustees, College Council, Research and Planning Officer Accountability for completion: College Council	2012

Appendix I

Key Reference Terms and Acronyms

Action Priorities – defined sets of actions for the areas of student success, teaching and learning excellence, organizational and professional development, facilities improvement and resource management.

BFAP - Board Financial Assistance Program. Financial aide to students provided by the Board of Governors through the California Community College System.

BSI – Basic Skills Initiative.

Census - the date enrollment is established in a class for funding purposes. Census is the Monday closest to the point at which 20% of the class has been completed (Title 5 §58003.1.b). For the primary terms, this date is typically the Monday of the fourth week of a semester based on 20% of 17.5 weeks = 3.5 weeks rounded to four weeks); the number of students enrolled in a class on that date is the enrollment number used in the funding formula. For short term classes, the census date is calculated individually for each short term pattern.

CSEP Committee for Strategic Educational Planning

CCSSE – Community College Survey of Student Engagement: Captures student attitudes and opinions about instruction and student services. Used in Standard II A-C and with the Institutional Learning Outcomes.

CTE Career Technical Education DWEMP - District Wide Educational Master Plan

CCTI - Center for Creative Technology Integration (CCTI) the vision of the CCTI is to become a vibrant technology center for collaborative learning among the faculty, staff and administration of the college and to develop, deploy and sustain campus online courses and instructors, contract education, and just-in-time-training for our community partners and local businesses.

Career &Technical Education - The term "career-technical education" is used in place of the term "vocational education" to be consistent with current usage in state and federal legislation and programs. Career Technical Education (CTE) courses and programs are those educational options that offer specific occupational and technical skills related to identified industry clusters.

DWEMPC - District Wide Educational Master Plan Committee
Foundation Skills Education - Skills in reading, writing, mathematics, and English as a Second Language, as well as learning skills and study skills which are necessary for students to success in college-level work. (The Research and Planning Group for California Community Colleges, July 2007)

Facility Efficiency Ratio [Building Efficiency] – Assignable square feet divided gross square feet. Typical net to gross percentages range from 60-85%. (2008 Facilities Space Inventory Update:08/27/08 addressed to college presidents from Sadiq B. Ikharo, Vice Chancellor for General Services.

FTE or FTEF- full-time equivalent or full time equivalent faculty. This is used to refer to a full-time faculty load, e.g., a 3-hour lecture class is listed as .20 FTE or 20% of a 100% load (15 units).

FTES - Full Time Equivalent Students, is one of our most important measures and is used to evaluate a variety of things. For state accounting purposes, a full-time student who attends 15 hours per week for 35 weeks (two primary terms). The rule is: 15 hours x 35 weeks = 525 total WSCH = 1 FTES.
Another common look at FTES on a semester basis is the number of students enrolled times the hours per week for 17.5 weeks divided by 525: 10 students x three hours per week x 17.5 weeks = 525. 525 divided by 525 = 1 FTES.
There are four specific formulas for FTES depending on the characteristics of the course and scheduling pattern: (1) weekly (semester length), (2) daily (short term), (3) actual hours (also called positive attendance), or (4) independent study, work experience, distance learning methods. The amount of money paid by the state for each FTES will differ among Districts.

Census FTES is used as the basis for the funding we receive from the Chancellor's Office to run the college. FTES, along with student count, is a measure of the size of our institution.

FTES, when paired with course classification and scheduling information, is used to compute facilities entitlement for the campus. One way the Chancellor's Office evaluates facilities utilization and judges our need for additional space is by viewing the way FTES is broken out over the course of the week (how many FTES are generated in the morning between 8 and noon, in the afternoon, on the weekend, off-site, etc.).

Course-Generated FTES - Most academic departments sponsor a set of courses, the majority of which are required within a major that the department offers. Each course that a department wishes to offer must go through a formal approval process. Once approved, a section of the course can be offered by the department and any enrollments in the course will be calculated as FTES credited to that department.

Uses: Course-generated FTES (by the department offerings of the course) is our best measure of service provided to the campus by a department.
It is important that the department is monitoring the growth or decline of the* FTES *generated by their courses over time in order to be prepared to make appropriate shifts in course offerings and faculty assignments.

EXAMPLES of FTES **Computation** – spring 2008 Semester from the legacy system /SCI & /SFI screens

					OPN	CW1	CURR	FTES
ART	001	0040	INTRO TO ART HISTORY	37	36	33	3.600	

36 students x 3 hrs/wk x 17.5 weeks = 108 X 17.5 = 1890 1890 divided by 525 = 3.6 FTES.

CIS	001	0790	INTRO TO CIS	Online 0	40	40	5.333	

40 students x 4 hrs/wk x 17.5 weeks = 160 X 17.5 = 2800 2800 divided by 525 = 5.33 FTES.

Measurable Goals – Goals that are defined by measurable activity objectives.

Measures – Quantifiable data are assessments that could be presented in numbers, ranking categories, ratios, percentages, etc. These assessments may represent baseline averaging, trends, delta changes and/or measures of significance.

Primary Term - The fall and spring semesters are primary terms. The terms are between 16 to 18 weeks long including both instructional and flex days. Courses within this average

17.5 week period may meet for the full 17.5 weeks (semester length courses; FTES calculated by weekly attendance accounting formula) or may meet for fewer that the full 17.5 weeks (see short term courses below). Summer is an intersession, as are courses taught in between primary terms.

Short Term - Short term courses meet for less than the 17.5 weeks of a primary term. These courses may be scheduled within the primary term period (e.g., 6-week or 12-week classes) or during an intersession (e.g., summer, winter). Funding for short-term classes may be calculated either by the daily attendance accounting method or by actual hours attendance accounting method.

SMT - Senior Management Team.

TTIP – Telecommunication and Technology Infastructure Program

WSCH - weekly student contact hours. As a generalization, the formulas for state funding are a function of weekly student contact hours (the amount of time faculty and students interact). This is simply a count of the number of scheduled hours per week students meet with faculty. This provides an estimate of the funding to be allocated during the coming year. However, if a college schedules a significant number of non-traditional classes, e.g., 12-week classes, one-day seminars, etc., an estimate based on WSCH will be a less accurate estimate.