

Progress Toward Other Team Recommendations and Commission Action Letter Following the March 1999 Comprehensive Evaluation Visit

Standard One: Institutional Mission

Recommendation

None

Standard Two: Institutional Integrity

Recommendation

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

Response

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

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

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

By the next Comprehensive Team Visit in Spring 2003, the college will be in the final stages of publishing the next catalog. The Curriculum Committee, Office of Instruction, and Student Services will work closely with the District's Office of Marketing and Public

Relations to synchronize revisions and updates of the electronic web version of the catalog with the publication of the new print catalog. In addition, the college will explore the feasibility of posting incremental revisions (e.g., on a semester basis, etc.) to the electronic version of the catalog, enhancing the immediate accessibility of catalog information to students.

Standard Three: Institutional Effectiveness

Recommendation

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

Response

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

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

Recommendation

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

Response

A current, predominant theme in the college is linking college-planning processes, to available research and data, and to institutional outcomes that may serve as measures of institutional effectiveness. Since the last visit, the college increased its effectiveness in utilizing more institutional data to sustain planning and decision-making. In addition, a full-time research officer, who reports to the President, was hired to assist all units of the college in the collection and analysis of data, the integration of data into planning, and in the dissemination of institutional outcomes to the campus community. The researcher also assists with grants and special projects, co-chairs the college Research Committee, and works collaboratively with the District's Office of Institutional Research.

An upcoming document that will publicize the quality of programs and services offered by the college to the community will be a new publication called "Treasures of the Island." "Treasures of the Island" showcases college programs, services, and achievements.

Standard Four: Educational Programs

Recommendation

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

Response

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

Recommendation

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

Response

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

Standard Five: Student Support and Development

Recommendation

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

Response

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

A section of the space slotted for the expansion of Student Support Services currently houses the Upholstery Program. The Division Dean for this area and the Vice President of Instruction are working with the lead faculty member in identifying a new location for this vocational program that will be displaced by the expanded student services area. In addition,

planning will proceed in redesigning and remodeling all areas of Building A during this capital improvement project. Construction is scheduled to begin in Fall 2002. Noticeable improvements will have taken place by Spring 2003.

Standard Six: Information and Learning Resources

Recommendation

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

Response

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

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

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

Standard Seven: Faculty and Staff

Recommendation

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

Response

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

Standard Eight: Physical Resources

Recommendation

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

Response

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

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

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

Standard Nine: Fiscal Resources

Recommendation

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

Response

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

Standard Ten: Governance and Administration

Recommendation

None