

***SUMMARY OF PROGRESS ON COLLEGE-IDENTIFIED CONCERNS
AS EXPRESSED IN THE 1999 SELF STUDY***

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

1. Complete and/or implement college plans in keeping with college mission and goals, district, federal and state initiatives, changing student educational and workforce needs, as well as program, facilities and staffing needs and resources.
2. Implement on-site institutional research to assess and evaluate institutional effectiveness as to planning efforts, institutional and student success outcomes, student and community needs, appropriateness of educational programs, quality of instruction and student support services.
3. Address the lack of resources which impact the delivery of effective college services and programs: insufficient number of faculty, classified and technology support staff; library and learning resource materials; instructional and technological equipment and furniture; allocation of space, especially in student services areas; and funding for present and emerging needs identified through strategic and annual plans including self study recommendations.
4. Develop, review, revise or update district and college policies and procedures that will improve: the availability and quality of instruction; learning and campus climate; program and services such as those pertaining to recruitment, program review, realistic budget allocations, hiring of personnel and other related matters.
5. Provide clear, accurate and timely information as well as clear lines of communication district and campus-wide to assist in ease of comprehension, consistent and relevant updates, and to encourage college-wide input for understanding and participation in the governance of the college.
6. Intensify campus-wide staff development efforts and activities to: expand proficiency in technology skills such as computer use for instruction, management and administrative operations; explore issues of ethical and professional faculty and student conduct, academic freedom, diversity and other campus climate concerns.

A summary of progress on college-identified concerns according to the above six goal statements follows. A detailed summary of progress on individual planning agenda items identified in the 1999 Self Study is outlined in the addendum to the Focused Midterm Report.

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

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

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

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

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

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

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

Coordinator/Counselor position and the successful completion of the Building A remodel capital project that will establish a "One-Stop" Student Services concept.

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

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

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

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

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

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

college standing committees, the results of ongoing utilization of data to support college-wide strategic planning, allocation of resources, and as a foundation for decision-making will be systematically evaluated.

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

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

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

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

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

COA partners with community organizations and hosts campus programs and events (e.g., annual Multi-Cultural Fair in conjunction with Alameda Multicultural Community Center, College Night in conjunction with AUSD, Ecology Fair in conjunction with Friends of Alameda Wildlife, and College of Alameda's One-Stop Career Center partnership with the city and county of Alameda, etc.). College of Alameda collaborates with AUSD, local industry, and community

organizations on numerous research projects and continues to seek corporate contributions in the form of donation.

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

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

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

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

An additional full-time librarian has been hired since the last self-study. The need for additional library staff is a recognized need of the college and the request for additional staff has been integrated into the Educational Master Plan. Over the past two years, new state equipment funds have been available, audio-visual services computers were upgraded with funds from the Library Automation Project, and AV equipment repairs have been made. In addition, new shelving for print indexes and general encyclopedias were installed in Spring 2001. In support of instruction, the Curriculum Committee assesses adequacy of library learning resources in the course approval/revision process, and faculty advise librarians of current course offering/textbook needs. Textbooks are then made available for students use.

Factors such as utilities capacity, space, and infrastructure upgrades that will affect planning for staff needs and delivery of instructional and student services, as well as advanced technological growth are identified in the Educational Facilities Plan. A priority list of deferred maintenance and capital improvements, to be funded by Measure B and Measure E (bond issue passed in November 2000), was developed by all constituencies. In Fall 2002, Building A will be remodeled to accommodate a majority of student services.

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

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

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

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

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

The student services and instructional administrators work closely with one another, the Sheriff's deputies, and faculty, through the Academic Senate and Peralta Federation of Teachers, on problems generated by students who disrupt the classroom learning environments. The Disruptive Students Manual has been revised to reflect changes in the Education Code, and the topic of disruptive students is included in faculty professional days. Furthermore, a policy on computer usage was developed by the Technology committee and approved by the College Council. It is posted in the library and all computer labs and is included in the college catalog. The college has demonstrated that it has a commitment to institutional effectiveness by implementing program reviews. Faculty education on the importance of assessing programs and services is done through program review training, in the development and planning of the

Educational Plan, and through other measures such as the Basic Skills Task Force. The rigorous, systematic expansion of program reviews and Educational/Facilities Master Plan updates is assisting in curriculum development and revisions to enhance the scope, quality and utility of courses available to students. Staff are trained to assist in the retrieval of data on-line in the preparation of program reviews and to utilize the results to identify areas in need of strengthening or revision and subsequent resource allocation to implement strategies for improvement. Matriculation was reviewed in Spring 2000, and Financial Aid was reviewed in Fall 2001.

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

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

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

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

The college is administratively organized and staffed to reflect the institution's purposes, size and complexity. The administration provides effective and efficient leadership and management for an effective teaching and learning environment. The president regularly reviews the planning process with faculty and staff, including reviews at College Council, President's Cabinet, Executive Managers, and General Manager's meetings. Most decision-making processes allot time for committee review of issues, discussions, and recommendations, as well as time for College Council to review and make recommendations to the President.

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

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

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

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

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

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

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

Faculty and staff are encouraged to participate in revising the college educational plan annually. That plan includes budget development for new staff, equipment, and other resource needs. Cost center managers are sharing relevant information with those in their charge, through revisions of the educational plan and submission of requests for funding to be considered by the Budget

Committee for instructional equipment. Nonetheless, improvement in the areas of financial and budgetary planning between the college and district is still needed.

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

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

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

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

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

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

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

College Deans have worked with the faculty on the confidentiality of records. The posting of student grades with Social Security Numbers is no longer done. The District Admissions and Records office has a written policy on confidentiality.

The Campus Climate Committee has re-instituted the "Open Mike" forum to sensitive faculty and staff. The Committee held Unity Week in Fall 2000 and several forums in Fall 2001. The Student Services Council, comprised of administrators and program coordinators, meets twice per month to plan and implement unit responsibilities. The ASCOA, with the support of Student Services, fosters the integration of students in all campus student activities. The Student Equity plan has identified areas needing improvement in providing a supportive campus environment. Bilingual personnel have been identified for referral of students with limited English speaking skills. Student ambassadors who speak targeted languages are being sought to enhance orientation.

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