

Progress: Training for managers, faculty/staff orientation sessions on the proposed new district intra-net system, on-going updates via the District's mainframe "wiz" system and website have promoted easier access to information.

3. Hire or assign release time to a research analyst to gather the necessary data for analysis and evaluation of courses and programs to assist in long range planning of all programs.

Progress: A Research and Planning Officer was hired to assist with data collection, analysis, grant-writing and college projects. The effect of ongoing utilization of data to support college-wide strategic planning, allocation of resources, and as a foundation for decision-making will need to be evaluated.

4. Provide staff training 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.

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

4D.2 The institution ensures the quality of instruction, academic rigor and educational effectiveness of all its courses and programs regardless of service location or instructional delivery service.

Plan

1. Facilitate mentoring between full-time faculty and part-time faculty within the disciplines to ensure the integrity of the course content.

Progress: Course outline information is provided to all part-time faculty upon initial hire. Relationships between part-time and full-time faculty are informally promoted at the division level. Regular division meetings are held for all faculty while some discipline meetings are conducted more consistently than in others.

The implementation of office hours for part-time faculty teaching two or more courses has created potential for greater involvement of part-time faculty with students and college life. However, more formalized structures to ensure connections between part-time and full-time faculty need to be developed. Opening a new Teaching and Learning Center (under discussion) to serve as a faculty development/resource center, particularly in instructional technology may also assist in achieving this goal.

2. Urge the Academic Senate to encourage fulfillment of professional responsibility by faculty to conduct peer evaluations.

Progress: The Academic Senate and Peralta Federation of Teachers, the District and College have worked together to integrate peer evaluations into the evaluation processes for tenured, tenure-track, and part-time faculty.

3. Require the review of course outlines for telecommunication courses by the college Curriculum Committee needs to ensure content rigor and integrity of student performance outcomes.

Progress: Each college in the district offers courses via Distance Education (telecourses, on-line, teleWEB). These offerings at College of Alameda are in compliance with CCR.TR sections 51865, 53200, and 55370 through 55389. Course outlines undergo the same rigor and review as for all course offerings.

- 4D.3 The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and based upon generally accepted norms or equivalencies.**

Plan

1. Delineate methods and responsibilities of providing part-time faculty with the Course Outline of Record (COR) and orientation to the requirements of the discipline by full time faculty.

Progress: Division Deans provide the Course Outline of Record (COR) to all part time faculty upon hire and class assignments. The feasibility of a general part-time faculty orientation conducted by the Office of Instruction will be considered.

- 4D.5 The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.**

Plan

1. Maintain the present level of involvement with technology development with a view toward judicious prioritization of needs and resources related to electronic classrooms and the maintenance necessary to support them.

Progress: A key and active standing committee included in the College's governance structure is a Technology Committee that meets monthly. The committee's membership includes the college network coordinators for instructional and administrative computing, faculty, administrators, and staff. This structure facilitates planning and communication in regards to technology development, training, and planning for college-wide needs and resources.

2. Increase staff development training to expand the faculty's proficiency in computer use for instruction.

Progress: The college encourages training to increase faculty proficiency in computer use via the Academic Senate's Staff Development Committee funds. The Technology Committee and Staff Development Committee are collaborating to maximize resources for faculty proficiency in technology and the integration of technology into the teaching and learning process.

3. Continue to explore marketing of on-line courses.

Progress: The college is a member of the California Virtual College system and currently has two on-line courses that were developed by faculty in Geography and CIS. A wide variety of on-line fee-based courses are offered each semester.

4D.7 Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on Principles of Good Practice in Distance Education.

Plan

1. Review options for offering classes on the internet.

Progress: This plan will be explored in the 2002-2003 academic year.

Standard Five: Student Support And Development

The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.

- 5.1 The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with its policies.

Plan

1. Implement recruitment strategies outlined in the Enrollment Management Plan.

Progress: Most of the recruitment strategies outlined in the Enrollment Management plan of 1998-99 were implemented. That plan is in the process of being updated as the 2001-2002 Enrollment Management plan.

2. Implement enrollment strategies and practices outlined in the Enrollment Management Plan to focus on improved program and course offerings as well as support services.

Progress: The enrollment strategies have been implemented. Once per semester, prior to the next semester's enrollment, the Vice-President of Student Services calls together all constituencies to plan for the next semester's enrollment.

3. Re-vitalize the Student Equity Committee to work with the appropriate campus constituencies to develop campus support in addressing student barriers to access.

Progress: The Student Equity committee has been revitalized as the Campus Climate committee to work with all constituencies to develop campus support in addressing student barriers to access. Customer service training has been implemented as an element of the Student Success Project to address barriers to student access.

- 5.2 **The institution provides to all prospective and currently enrolled students current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards and complaint and grievance procedures.**

Plan

1. Develop an updated student handbook which will present accurate, concise and easily understood information on admissions and other policies relevant to educational planning and success.

Progress: The student handbook is in progress.

2. Implement the Enrollment Management Plan and Student Equity Plan activities with a view toward providing easier access to the college's programs and services through various modes and methods of delivery of accurate and consistent information.

Progress: The Student Services administrators and the Student Services Council will implement the Enrollment Management Plan and the Student Equity Plan to provide easier access to the college's programs and services.

3. Develop and expand the Student Information Center to improve student referral and dissemination of accurate and/or updated information.

Progress: The Information Center is staffed by Student Ambassadors, who are trained, to improve more accurate dissemination of information.

4. Develop and incorporate the use of image-enhancement marketing tools that reflect the college's programs and services with accuracy, consistency and continuity.

Progress: The District and college have implemented procedures to ensure that college publications are accurate, consistent, and continuous. Efforts are ongoing.

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

Plan

1. Refine an organizational design which reflects a more horizontal span of planning, implementation, delegation, and evaluation of unit responsibilities under the direction of both Student Services administrators.

Progress: The Student Services Council, comprised of the administrators and program coordinators, meets twice per month to plan and implement unit responsibilities.

2. Develop an integrated strategic plan to provide improved services to student customers which will identify external and internal factors that affect services to students.

Progress: In July 2001 the Student Success Project, Part I, was completed and presented to the Board; the ongoing work is designed to improve services to student customers throughout the district.

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

Progress: The Student Success Project promotes a model of service delivery that is student centered and stresses standardization of student services across the district.

4. Institute evaluation and assessment of programs, services, personnel as an integral part of program planning and implementation and as a basis for improvement.

Progress: Program review for Student Services as a whole was undertaken as part of the Student Success Project. The first student service to be reviewed is Financial Aid.

5. Implement program initiatives that reflect maximal utilization of limited human and fiscal resources.

Progress: Student Services is understaffed and under funded. Through the Student Services Council new initiatives are undertaken with a team approach that maximizes human and fiscal resources. For example, events are designed to recruit and retain students such as the Welcome Back Bash, the Summer Extravaganza, and Project Access. Student Services staff are encouraged to participate.

6. Design sound operational plan with accreditation standard guidelines, Federal and State mandates, district and college goals and staff input to guide policies and procedures.

Progress: In progress.

7. Provide for needed facility and equipment upgrades to support the operations of each unit.

Progress: The Student Services Council has elected to use its instructional equipment funds to provide computer upgrades for all programs within student services.

8. Assist in the development and support the ongoing efforts by all counselors to initiate, update and revise the hardcopy and electronic version of Student Educational Plans; stress effective utilization of computer technology and provide training to support improved performance of counseling staff.

Progress: Training of all counselors was done in November 2000, July 2001, and September 2001. Training included use of the educational plans and the district counseling screens, as well as transfer information. The electronic student educational plan is still in progress.

9. Implement matriculation training for the entire campus community; encourage faculty to participate in matriculation activities, such as faculty advising, for maximum student success and to improve communication between counselors and faculty.

Progress: Matriculation training was done for the entire campus community in January 2001. Faculty advising Day was held in April 2001 and will be done on a yearly basis thereafter. Faculty members are invited to counselor meetings to provide information on new programs and discuss ways to improve services for students.

10. Develop an integrated campus-wide orientation program in support of the college's Student Equity Plan; solicit support of campus stakeholders (i.e., Faculty Senate) to accept responsibility for implementation of activities within their purview to identify and address educational student support needs.

Progress: The Basic Skills task force and the orientation sub-committee of the Matriculation Advisory Committee discuss improved orientation. This is still in progress.

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

Plan

1. Continue to actively seek student representation on campus-wide committees as appropriate.

Progress: Student representatives are encouraged to participate on campus-wide committees.

2. Encourage the student-generated *Cougar Courier* to solicit suggestions for improvements in campus climate and satisfaction which can be relayed to the appropriate committees or administrators for consideration; publish the disposition or resolution of major concerns.

Progress: The *Cougar Courier* still operates on an adhoc basis due to varying resources of student Activities.

3. Conduct campus climate and satisfaction surveys in between those conducted by the PCCD Office of Institutional Development to assess areas for needed improvement on a timely basis.

Progress: Student focus groups were done as part of the Customer Service Training initiated in August 2001. New campus climate and satisfaction surveys will be considered for the current self study process.

4. Inform students as to the results of their survey responses and how the information will be used.

Progress: This has not been done, although the Student Success Project will invite student comment.

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

Plan

1. Integrate the ESL assessment into the overall assessment package.

Progress: The ESL assessment is done as a part of the mandated matriculation assessment.

2. Integrate the use of multiple measures in the assessment process with the role of counselors and faculty supported by computer software.

Progress: In fall 2000 COMPASS, a computerized assessment protocol was initiated. The assessment includes a multiple measure assessment. Counselors have been trained on the use of the new assessment instrument.

3. Develop a holistic assessment of students utilizing national and state workforce guidelines and initiatives.

Progress: An assessment of adherence to the SCANS competencies are a part of all course outlines. All Counselors had EUREKA and Choices software on their computers. Counselors have been trained in the use of the software which provides a holistic assessment of readiness in light of national and state workforce initiatives.

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

Plan

1. Identify possible facility areas where the majority of student services can be effectively and efficiently provided without undue loss of instructional areas.

Progress: In Fall 2002 the west wing of the A building will be remodeled to accommodate a majority of student services to promote an "One-Stop" Student Services concept.

2. Review and strengthen Matriculation Plan activities which provide guidance and direction for much of the delivery of student services.

Progress: A matriculation review was done in the Spring of 2000. The reconstituted Matriculation advisory committee began meeting in Fall 2000 to rewrite the College of Alameda matriculation plan. The committee has endorsed the filling of the vacancy for the Matriculation Coordinator/Counselor, a position left unfilled since 1995.

3. Utilize the Enrollment Management Plan activities to shape adjustments to meeting students' needs especially in the areas of outreach, access and admissions.

Progress: In Fall 2001 The VPs of Instruction and Student Services launched Students Plus, the Enrollment Management Task Force. Recruitment and retention are key elements of the Plan.

4. Identify activities in the Student Equity Plan which remove institutional barriers to success by providing support services designed to facilitate access and smooth transitioning into academic vocational pathways.

Progress: In progress by the Student Services Council

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

Plan

1. Utilize the Student Equity Plan to identify issues of diversity which mitigate against a supportive campus climate for students.

Progress: The Student Equity plan has identified areas needing improvement in providing a supportive campus environment for students. The plan needs ongoing review by all campus constituencies, particularly by the Student Services Council

2. Develop a college policy on accommodations to provide for academic adjustments and access to instruction and services in accordance with the Americans with Disabilities Act.

Progress: The Board of Trustees has adopted a policy on accommodations. The policy still needs refinement to truly address accommodations. Procedures on accommodations are in the Faculty Handbook. DSPS staff work with divisions to continually train faculty on the procedures.

3. Identify bilingual personnel campus-wide and develop a resource list to which to refer students with limited English-speaking skills.

Progress: Bilingual personnel have been identified for referral of students with limited English speaking skills.

4. Schedule orientation sessions using bilingual personnel which may include student workers who are very familiar with programs and services to conduct simultaneous but separate orientations; develop orientation videos or compact disks in different languages to present in group or individual sessions.

Progress: This is in progress. Student ambassadors who speak targeted languages will be used to enhance orientation.

5. Re-visit college staff development opportunities (workshops, Professional Day activities, open mike forum, retreats, special presentations, etc.) to sensitize faculty and staff to issues of diversity.

Progress: The Campus Climate Committee has reinstated the open mike forum to sensitive faculty and staff. The committee held Unity Week in Fall 2000 and several forums in Fall 2001.

6. Encourage faculty to develop and offer more courses which address diversity, i.e., "The Aging US Population" and other areas of gerontology, etc., and to emphasize contributions of women and people of color in their current courses.

Progress: The Curriculum Committee encourages new courses, which address diversity. Integration of multiculturalism across the curriculum will be open to consideration.

7. Seek to increase the numbers of qualified faculty and staff who reflect the diverse population of the college.

Progress: Although targeted goals to target specific groups are no longer prescribed by State law. College of Alameda seeks to increase the numbers who reflect the college population.

8. Explore methods to foster student integration in all campus student activities.

Progress: ASCOA with the support of Student Services fosters the integration of students in all campus student activities.

- 5.8. **The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.**

Plan

1. Encourage the college and ASCOA to establish a Volunteer Center with joint planning among all constituencies to link learning outcomes to community service; explore grant funding to integrate Service Learning into the curriculum.

Progress: The integration of service learning into the curriculum still has not been done to a great extent although the managers of the college support this.

2. Attempt to involve more students in the planning, development, delivery and evaluation of co-curricular activities.

Progress: Students are involved in the planning, development, delivery and evaluation of activities carried out by the Student Services Council and the Campus Climate committee.

3. Incorporate more technology into ASCOA record-keeping and activities; explore incorporation of material on disk, such as the college scholarship application form, for ease of access and readability.

Progress: ASCOA now has their bookkeeping in a computerized format. The college Scholarship information is on computer.

- 5.9 **Student records are maintained permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.**

Plan

1. Review current District policies and practices with District personnel to ascertain effectiveness in maintaining campus student records as to permanence, security and confidentiality; seek to develop new policies and practices where appropriate to ensure that accreditation standards are met.

Progress: The district has engaged the services of a document-handling firm to warehouse student records electronically as well as in paper.

2. Require managers to conduct orientation and training sessions for all instructional staff and Student Services personnel as well as student workers to Education Code and FERPA provisions.

Progress: This needs to be done on a campus wide basis.

3. Conduct a faculty development workshop among faculty to identify issues of confidentiality in generating and handling of student records such as grades, reports, etc.

Progress: Although a faculty development workshop has not been done, the Deans have worked with faculty on confidentiality of records. The posting of student grades with social security numbers is no longer done.

4. Develop an approved policy and protocol governing student record confidentiality from a faculty development workshop to be published in the Faculty Handbook as well as disseminated campus-wide.

Progress: Progress has yet to be made in this area.

5. Conduct a staff development workshop among all classified workers who have access to student records as to development of policies and practices not established by the District to ensure maintenance of student records as to permanence, security and confidentiality; publish and disseminate approved policies and protocol to all pertinent personnel.

Progress: Progress has yet to be made in this area

6. Seek the development of written policies and procedures by the District Admissions and Records Office using information gathered from all workshops.

Progress: The District Admissions and Records office has a written policy on confidentiality.

5.10 The institution systematically evaluates the appropriateness, adequacy and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

Plan

1. Encourage institutional participation in staff development workshops to create and develop processes for institutional effectiveness assessment.

Progress: All levels of the institution are encouraged to participate in staff development workshops although it is difficult for student services staff to participate during peak enrollment periods. However, a college team has participated in the state's Assessment Conference the past two years.

2. Advocate strongly the creation of a viable Research Committee headed by a research analyst to work closely with the District Office of Institutional Development to assist in the long-term planning of outcome and institutional effectiveness goals as mandated by the Partnership for Excellence initiative.

Progress: The Research Committee co-chaired by the VP of Student Services and the college Researcher began to meet in Fall 2001. They work closely with the District Office of Institutional Development.

3. Complete program reviews for all Student Services units by December, 1998, utilizing available data, plan for incremental changes to assess and improve delivery of services using identified funding, staffing and related resources.

Progress: EOPS was reviewed in 1997. Matriculation was reviewed in Spring 2000. Financial Aid is in progress of compliant program reviews. All other Student Services will be reviewed according to a schedule.

4. Develop policies and procedures which provide cohesion to operations performed within and extraneous to each service unit.

Progress: Student Services Administrators have developed the Student Services council, comprised of all program coordinators, to provide service cohesion. Counseling, Articulation, and transfer personnel meet twice a month. The Student Services Administrators and their staff meet weekly. These meetings assist in forging cohesive groups to develop policies and procedures.

Standard Six - Information And Learning Resources

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

- 6.1 **Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, data bases, and other repositories, are sufficient to support the courses, programs, and degrees wherever offered.**

Plan

1. Increase the budget for books and subscriptions.

Progress: Library budgets have remained flat over the past four years. External funding has been used to augment collections. State Equipment and Library Materials funds have accounted for new acquisitions in reference and circulating book collections. Library Automation funds from state TTIP monies have mandated

the addition of electronic databases. COA subscribes to eleven databases which offer access to more than 2000 periodicals, many of which provide full text articles.

2. Explore the provision of administrative oversight through a Learning Resource Center Coordinator to coordinate the Title III lab and other basic skills and specialized learning resources.

Progress: As a result of a series of meetings of the Basic Skills Task Force headed by the college president at the time, two faculty were placed on special assignment beginning Fall 2000 to coordinate the programs and services related to basic skills. Duties and responsibilities continue to evolve.

At the same time, the faculty member responsible for the college-wide Writing Center expanded his responsibilities to oversee the day-to-day operations of the Learning Lab, the former Title III Lab.

Effective Fall 2001 with the new college president, co-coordinators are to meet with each other regularly and meet with both Vice-Presidents every two weeks. Instructional co-coordinator is also meeting with the Vice President of Instruction and all Division Deans on a monthly basis.

3. Continue to fund the Learning Resources Coordinator position and hire a full-time secretary.

Progress: The faculty on special assignment to co-coordinate the basic skills programs and services are funded through PFE funds. Each faculty member is responsible for most clerical responsibilities.

4. Provide a full-time faculty member to teach basic skills and ESL in the computer Learning Lab.

Progress: In the past three years, College of Alameda has hired four new tenure-tracked faculty members, and all of them have been part of the staff in the Learning Lab. Three of them have Faculty Service Areas that include English as a Second Language.

5. Encourage faculty primarily from English, math, and social sciences disciplines to evaluate the audio and video tape collection at the AV center for relevance and currency.

Progress: Faculty from the English and Humanities continue to evaluate the collection of audio and video materials for relevance and to enhance the collection with new additions to remain current.

6. Employ more regularly funded instructional assistants to assist students in the Learning Lab (Title III lab) and the Social Sciences lab (L202).

Progress: Since the end of the Title III grant, funding for instructional aides and tutors for the Learning Lab and the Science/Social Science Lab come from a number of sources: General Funds, PFE, Work-Study, and CalWorks.

7. Consider relocating the Alameda One-Stop Career Center to provide more appropriate accommodations for college and community partners and provide for more space for career resources.

Progress: According to the Vice President of Student Services, the College of Alameda management team is exploring several options that will result in the moving of the One-Stop Career Center from building L. These discussions are ongoing.

8. Hire a college orientation/intake specialist to staff the help desk at the One-Stop Center.

Progress: An orientation/intake specialist has been hired to staff the help desk at the One-Stop Center.

9. Seek funding to hire a computer specialist with skills in graphic design to assist faculty in developing computer assisted instructional materials for the classroom.

Progress: During the 1999-2000 academic year, the Staff Development Committee decided not to hire a computer specialist with graphic design skills. Instead the committee funded a consultant to work out of the Faculty Resource Center to help faculty and staff develop skills to use technology for instruction.

10. Encourage faculty to seek new and innovative ways to use available technology as instruction and resources through well-publicized training workshops on a set schedule with rotating topics, follow-up with individual fliers.

Progress: The consultant hired for 1999-2000 provided workshops appropriate for the faculty based on a survey. Topics were rotated and offered at convenient times for faculty and staff, and trainings were publicized through flyers. Additionally, the college began a weekend college primarily to capture students who needed computer skills or English as a Second Language classes. Some faculty chose to attend 3-week intensives in computer applications to gain needed skills for classroom purposes.

- 6.2 **Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.**

Plan

1. Coordinate selection and acquisition of computers and software campus-wide by technology staff to provide for networking and compatibility.

Progress: Coordinated through the Business Office, administrative and instructional network coordinators are charged with reviewing requests from their respective areas. In addition, the COA Technology Committee and the PCCD Enterprise/IT Committee review and recommend hardware and software specifications. District-wide software licensing agreements are developed through consultation with the campus to ensure that the software will be compatible and function on our networks. In many instances, software is now purchased by PCCD and installed at COA. Forms and instructions related to hardware and software specifications and compatibility are in Section VI, "Technology Administrative Services" of the COA Administrative Services Handbook that is distributed to all new employees and to all employees on an annual basis.(Mike Donaldson)

2. Assure adequate funding for new courses to acquire library and learning resource materials (including textbooks) sufficient in quantity, quality and currentness to support new course or program offerings.

Progress: Funding for new courses is the province of Deans of Instruction and there has not been any information distributed that identify new funds to acquire library materials associated with new courses. The Curriculum Committee assesses adequacy of library learning resources in the course approval/revision process. COA Academic Senate has been very helpful in assisting library staff to request extra desk copies of textbooks to augment the library textbook collection.

3. Examine the quality and availability of audio-visual services to ascertain the need to acquire additional learning resource materials and equipment and to integrate audio visual capability with computer technology.

Progress: Audio-visual services computers were upgraded as part of the Library Automation Project. Staff computers were upgraded or added and a circulation workstation was installed.

4. Increase the audio visual budget with funds for equipment repair, replacement and timely maintenance.

Progress: Over the past four years, the general fund budget for audio visual repairs and equipment has remained steady, and during the same time state equipment funds have increased to purchase and maintain new equipment.

6.4 The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.

Plan

1. Continue to sponsor training programs for tutors and instructional assistants across the curriculum.

Progress: The Tutoring Center continues to offer training programs for tutors and instructional assistants across the curriculum. The Basic Skills Co-coordinator has also offered workshops for faculty in English and Math. Workshops focusing on math study strategies, math for LD students, and learning theory were open to all instructional aides as well.

2. Improve and expand alternative delivery systems such as electronic classrooms and distance learning.

Progress: Plans to expand electronic classrooms will be incorporated into the Measure E capital improvement projects.

3. Urge the completion of the library automation project to provide the college community with faster access to and utilization of information.

Progress: The library automation project equipment was upgraded in Spring Semester, 2001. Student and staff workstations were outfitted with new computers and monitors to accommodate the upgraded Horizon Online System provided by Epixtech. Students and staff now have access to eleven electronic databases, the Peralta district online catalog, several local library catalogs, and the Internet. Further development of district infrastructure during this academic year will vastly improve local access and make it possible to provide remote access for Peralta library users.

4. Implement a campus-wide general-use computer center connected to all other campus computer labs via the college LAN and district WAN.

Progress: The 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 by next month.

5. Improve the quality of computer-assisted instruction by on-going staff development projects that include training in the effective application of information technology to student learning.

Progress: The Staff Development Committee continues to fund faculty who seek ways to integrate information technology with student learning. Faculty have reviewed software, developed web pages, created PowerPoint presentations, and made video tapes for student use. CalWorks is currently funding the curriculum design and pilot course in ESL for Allied Health Services, which entails both classroom learning and practice in a lab with computer-assisted instruction. The Business and English departments are enhancing the curriculum in the "Virtual Workplace," a lab to develop workplace communication skills.

6. Include hours of operation for the library/learning resource center and a description of each learning resource area in the Student Handbook.

Progress: Library hours are posted on the door of building L and on handouts that are distributed at each class orientation and from the reference desk in response to queries. A comprehensive brochure of the college has showcased all the programs and services of the college, including hours of operation.

7. Encourage publication of a brief description of each college program or support service in the ASCOA publication, *Cougar Courier*, to heighten and promote campus awareness; implement more effective communication (signage, specific location of services, maps of Building L, open houses, etc.) about the library/learning resource Progress.

Progress: Starting with Summer 2001, the new ASCOA president has not only disseminated information on college programs and support services in his newsletter but also organized special summer and fall events to welcome students and provide information tables.

The Library/Learning Resource Center has an open house each semester, and brochures with a short narrative about programs and services are available.

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

Plan

1. Continue discussions as to shared and separate responsibilities for library and learning resources staff and the possible integration of both services.

Progress: Discussions are ongoing among college services housed on the second floor of building L. Apparently, those service staff persons are interested in sharing resources and integrating their services under the direction of a Learning Resources Coordinator. Library and AV services are not promoting changes in current coordination of Library and AV services.

2. Utilize security measures, including staff visibility, to minimize thefts of books, software, and hardware; publish a policy and procedures for all library/learning resources staff.

Progress: The library utilizes the Tattle Tape system by 3M company for the security of library materials.

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

Plan

1. Continue to augment library staff to include more full-time and hourly librarians as well as student assistants and technology personnel that might be shared with the electronic labs housed in Building L.

Progress: Request for additional staff have been included in the Educational Master Plan, the Institutional Plan, in requests for the use of Partnerships for Excellence funds, and in unfunded needs requests to the Office of Instruction. Additional librarians will be needed to respond to Information Competency requirements which may soon be mandated by the state chancellor's office. Librarians are needed to teach students how to do research and how to use the growing numbers of electronic sources of information. A full-time librarian has been hired since the last self study, although the number of full time librarians remain at two.

2. Establish the Building L ad hoc committee as a standing committee of the college to provide direction for and integration of all instructional and support services housed in building L until such time as more formal administrative oversight can be established.

Progress: During the last phase of the Title III grant in 1999, a Building L ad hoc committee had been formed; meeting when issues of common interest arise or an open house is being planned.

3. Increase library funding to expand periodicals holding and update indexing, replace out-of-date reference books, increase book acquisitions, on-line data bases, compact disks and other electronic materials.

Progress: State Equipment and Library Materials funds have been used to acquire new reference and circulating books, and periodical subscriptions. TTIP library funds provided by the state are used to pay for the eleven electronic databases in the library at the present time.

4. Acquire needed non-instructional equipment such as tables, low shelving, carrels, etc.

Progress: Some non-instructional equipment has been purchased. Low shelving for print indexes and general encyclopedia was installed in Spring 2001. A new networkable microfilm reader printer is on order and librarians are reviewing several proposals for the purchase of a CD ROM tower. No additional tables and chairs have been ordered to this date.

5. Conduct regular discussions in assessing and evaluating the technological needs of the library/learning resource labs as well as other campus electronic labs and classrooms in the interest of future institutional effectiveness.

Progress: The college technology team, including the Electronics Technician in the Audio-Visual Services, meets once a week for status checks of on-going projects, new information about products and equipment, and requests from faculty.

The District holds semi-weekly meetings with Campus Network Coordinators from all four campuses. The District's consultants charged with the oversight of all campuses have helped to improve services and institutional effectiveness.

6. Increase communication between library/learning resource area staff and classroom instructors to keep college staff informed about new developments in learning technologies.

Progress: In January, 1999, a full-time Systems/Technical Processing Librarian was hired. In addition to working with instructors on focused class orientations, the Systems Librarian produces a list of new books that also includes electronic databases. The library subscribes to eleven databases and teaches the use of them to classes and instructors.

7. Encourage awareness of learning resource programs and services through student publications and other campus communication instruments.

Progress: The Office of Student Support Services is publishing "Treasures of the Island," a comprehensive overview of the programs and services available to all students. The brochure includes location, hours of operation, and phone numbers.

For special events held in the college quad area where information tables are encouraged, staff has been present with flyers and brochures.

8. Design and administer a feedback form for lab users.

Progress: Schedule implementation for 2002-03.

9. Offer library research courses.

Progress: COA Curriculum committee has approved the library course, LIS 85: Introduction to Library Resources. It is listed in the current college catalog. It will be offered when an instructional librarian is hired. Current librarians continue to offer class orientations and one-on-one assistance at the reference desk.

