

## **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.**

#### **Description**

College of Alameda's published admissions policies are consistent with its mission and appropriate to its programs. The institution's mission statement addresses providing educational and service needs to "all who can benefit from instruction at the collegiate level." This open admission policy is clearly documented in the college catalog (5.1.1). A Non-Discrimination Policy, established by the District in 1981, is printed in English and Spanish on the District admissions application form (5.1.2).

The institution follows practices that are consistent with admissions and matriculation policies established by the College and Peralta Community College District (PCCD) Board of Trustees (5.1.3). Outreach and recruitment activities are designed to provide admissions information to prospective students in various locations throughout the community as well as on campus. Registration procedures ensure that students are admitted and enrolled in the most efficient manner possible.

#### **Self-Evaluation**

Admissions information as well as application completion and class enrollment can be accessed through the District's web site on the Internet (5.1.4). The majority of students rely on application by mail, the web, and touch-tone telephone registration; these admissions processes help to reduce lines and waiting time at peak registration periods. However, the matriculation process does require personal orientation and counseling, and it is at these points of student contact that admissions information is most widely disseminated.

There is open access to all courses provided that admissions criteria are met. Several programs, such as Dental Assisting, have a separate application process designed to ensure that students successfully complete the program. The majority of students responding to the PCCD/COA 2001 Student Satisfaction Survey (94%) indicated that the information on admissions and registration procedures contained in the college catalog and/or class schedule was helpful and accurate. In addition, 91 percent indicated that they were "satisfied with the registration process, finding the paperwork, advice and directions efficient

and easy;" 63 percent found telephone registration to be satisfactory (5.1.5). A Students Plus Enrollment Management Task Force Plan was implemented in 2001–2002 (5.1.6). Recruitment activities include media contacts and advertising, outreach efforts to feeder high schools through Project Access, and workshops designed to provide college preparation sessions and dual enrollment information to high school students.

## **Planning Agenda**

None.

**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.**

### **Description**

The college catalog, updated and published every two years, provides current detailed information on programs, admissions policies, fees and refund policies, graduation requirements, social and academic policies, student conduct standards, and complaint and grievance policy and procedures (5.1.1).

The class schedule, published each term and freely disseminated, contains much of the same information (the Non-Discrimination Policy is given in English, Spanish, Cantonese and Vietnamese), and makes reference to student grievance and due process policies as well as privacy rights (5.2.1). Both the catalog and the schedule of classes refer students to the Office of the Vice President of Student Services where the grievance policy is available.

Prospective students receive current and accurate information about admissions policies and academic and support programs through the catalog, schedule of classes, and college and District recruitment brochures distributed on campus as well as at outreach locations, such as shopping malls, job fairs, feeder high schools, churches, and City of Alameda public functions.

Visits to local high schools by members of the Project Access Team provide further information to prospective students. The main venue for recruiting high school students is through Project Access, a marketing campaign designed to motivate high school students to get college degrees, and to strengthen ties between Peralta Colleges and the K-12 system. Student orientation sessions with a counselor afford a general overview of the admissions policies and enrollment process. Prospective students are encouraged to purchase the catalog at the bookstore to obtain detailed information. (The catalog is also available online at the college website.) They are provided with the class schedule; the positive outcome of participating in the matriculation process is discussed. Appointments with counselors provide information and assistance on educational planning, the registration process, and student support services. Department and/or program brochures or flyers are available at division

offices and appointments to meet with department representatives are always honored. Students with disabilities are referred to Disabled Students Programs and Services (DSPS) counselors for in-depth assessment of their needs and necessary accommodations. Following assessment testing, an orientation session provides a general overview of the college.

### **Self-Evaluation**

The 2001 Student Satisfaction Survey revealed that 58 percent of respondents agreed that the catalog and class schedule contained helpful, accurate information on the complaint and grievance procedures (5.1.5).

Both the most recent catalog and the college and District's web pages contain inaccurate and/or out of date information.

### **Planning Agenda**

- Implement the Students Plus Enrollment Management Task Force Plan with a goal of developing and implementing recruitment and enrollment related goals and strategies.
- Communicate the college's programs and services with accuracy, consistency and continuity in the catalog, website, and other marketing tools.

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

#### **Description**

The mission of the Student Services Division is to establish and maintain a campus environment that fosters the intellectual and personal development of students. A comprehensive network of eighteen support services is designed to address the needs of a diverse student population in realizing educational and occupational goals. These services include academic/vocational and personal counseling, financial assistance, child care, career planning, transfer or job placement, accommodation for disability, and tutoring. The full range of academic and support services is described in the college catalog (5.1.1), class schedule, student handbook, and Faculty Handbook (5.3.1). The organization of the Student Services Division is reflected in vertical lines of delegation under two administrators to specific areas (5.3.2). Major responsibility for the overall operations rests with the Vice President of Student Services. The Dean of Student Services contributes to the smooth functioning of the division and provides supervision of other Student Services units.

Specifically, the Office of Student Services is charged with the successful design, implementation, articulation and evaluation of programs, and personnel in 21 units, ranging from Admissions and Records to Veterans Services. Program Coordinators meet twice a

month to plan mutual priorities, coordinate efforts to share resources, and to evaluate each program initiative. The Student Services administrators meet with their individual units on an as-needed basis for updating of information, problem-solving, and program review. Additionally, the Program Coordinator of each service unit schedules staff meetings as needed to relay information or to document concerns, for presentation at the next Student Services Council meeting.

### **Self-Evaluation**

The full-time permanent management status of both the Vice President and Dean of Student Services has provided continuity of services and a relatively stable environment for new and improved operations and programs to meet the identified educational support needs of students. The needs and concerns of each service unit are communicated directly for discussion and resolution; issues relating to instructional areas are addressed in a timely and consistent manner. The vast array of support programs and services at the institution, a mid-size urban community college, compares favorably in intent and execution with other larger colleges.

Program Coordinators contribute positively to the development and operations of their service units despite under-funding, increased workload, and concomitant shortage of personnel and equipment. Evidence of success in meeting students' educational needs is presented in the following programs and services highlights: 1) DSPS served over 500 students, an increase of approximately 8 percent compared to last year. Approximately 25 students who received DSPS services were awarded degrees or certificates at the May 2001 graduation ceremony; 2) Enrollment in the Brain Injury Program increased from 648 contact hours in Fall 2001 to 1250 contact hours in Spring 2002; 3) The Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources Education (CARE) programs have continued to exceed targeted numbers of student enrollees. For example, the enrollment goal for the academic year was 722 students. However, 732 students were actually served; and 4) The Financial Aid department provided over 20 Aid Workshops to assist students in completing the FAFSA and financial aid forms as well as workshops for faculty, counselors, and staff. Professional Development credit for these workshops was available for faculty.

The support staff in Outreach and Recruitment department consists of a 1.0 FTE Student Personnel Services Specialist who is an integral part of the Project Access Team. The Specialist plans, organizes and oversees annual campus events as well as represents the college at community functions, including career days, college fairs, special events, conferences and consortia.

The over-reliance on categorical funding to hire permanent staff and for basic operations has limited the availability of funds for growth or even maintenance of some programs. The Vice President, moreover, has minimal discretionary general funds with which to conduct more than minimum operation of the office. Despite the College Council's recommendation that the Educational Master Plan and other planning processes (i.e., the Budget Committee's prioritizing of expenditures, both personnel and non-personnel), serve as the basis upon which budgets are allocated, Student Services program priorities are not currently driving

the budget allocations; rather, these allocations serve to limit the extent to which program initiatives are designed and implemented. Funding practices seriously hamper decision-making and program planning. Student Services program priorities and fiscal stewardship must work together to achieve positive outcomes for student success (5.3.3).

The utilization of general and matriculation funds to support the Student Services units needs careful analysis and, where indicated, revision and augmentation. Integral to expanding Student Services will be the application of VATEA funds in key service units to support new and continuing initiatives. Additional funding from new grants initiatives will need to be explored in order to implement more effective and innovative methods of addressing student needs related to learning and personal development.

The Student Services Division needs to develop an integrated strategic plan to provide improved services and programs for students. The plan would incorporate Federal, State and local initiatives that may have impact on the delivery of college services; identify sources of current and future funding; and consider key staffing changes that would affect services.

### **Planning Agenda**

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

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

### **Description**

The institution involves students in planning and evaluating student support and development services mainly in the area of Student Activities, the home of the Associated Students of College of Alameda (ASCOA). Student representatives who are members of the Executive Board and Senators are assigned by the ASCOA President to serve on college-wide standing and grievance committees, and the President serves as a member of the President's Cabinet, College Council, Accreditation Steering Committee and Mentoring Steering Committee (5.4.1). In this respect, the ASCOA participates in the shared governance process of the college and provides valuable input about student concerns that contribute to the overall decision-making process. Moreover, two Student Trustees are elected by all District students as non-voting members of the Board of Trustees.

Although students are encouraged to participate on campus-wide committees, as in the case of students assigned to every accreditation standard committee, attendance ranges from active to inactive. Days and times of meetings are not always convenient, and the necessity for part-time work, along with the demands of coursework, can mitigate against regular student participation.

## **Self-Evaluation**

Students may and do participate on campus-wide committees involved in institutional planning; students also participate in planning for Student Services programs. Another opportunity to evaluate student services is through campus and District surveys.

The college is committed to bringing students into the evaluation process through the development of a strategic plan to re-design student services. District surveys will continue to provide some information, but the institution would be better served by the analysis of data via planning efforts of the Students Plus Enrollment Management Task Force.

## **Planning Agenda**

None.

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

## **Description**

College of Alameda is using placement instruments that have full approval from the State Chancellor's Office: Compass for English, mathematics, and writing; and CELSA for English as a Second Language. Since Fall 1992, the District Office of Research and Institutional Development has been conducting ongoing validation studies of the assessment instruments for placement purposes, utilizing end of course grades as a measure of likelihood to succeed. The State requires a correlation of .35 between test scores and grades received. All grades except Incomplete (I) are used to calculate success rates. A student must have a recent test score and may not have done any recent course work in the department between testing date and course enrollment to be eligible. A comparison of the number of students below the cut score with the total number tested in the course will show the degree to which the cut score has been followed. Since counselors use multiple placement measures, there may be extenuating circumstances other than test scores in determining student placement. This may account for some of the variation in correlation from term to term.

Assessment scores are available to counselors on mainframe screens and in the Matriculation Handbook (5.5.1). Career assessment and interest inventories are also available at the One Stop Career Center to assist interested individuals in making career choices.

## **Self-Evaluation**

The Tutorial/Assessment Services facility was remodeled to interface directly with other support areas in the Learning and Resources Center. The increase in the use of computerized assessment has necessitated the use of the nearby instructional computer labs.

## **Planning Agenda**

None.

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

#### **Description**

The vast array of comprehensive services provided to students is deemed to be appropriate. As new demographic and workforce trends, coupled with Federal, State and local initiatives, warrant, new programs and services have been put into place (i.e., One Stop Career Center and CalWORKs) and existing ones (EOPS and DSPS) improved to accommodate needed changes to more effectively serve students.

Academic accommodations for students with disabilities include the provision of tape recorders, note-takers, readers/scribes, sign language interpreters or real-time captioners, books on tape or e-text, and use of adapted computers, or other equipment.

Equal access to technology-based information and instruction is essential in the 21st century college. The DSPS staff work diligently with campus administration and staff to ensure that adaptive hardware and software are available for students in any areas on campus that use electronic technology to provide information, instruction and services.

A full-time Alternate Media Specialist was hired in November 2001 to provide Braille, large print, e-text, and tactile graphics for students with visual disabilities and video captioning for students who are deaf/hard of hearing. The specialist also works with faculty to ensure that instructional materials, including electronic media and web sites, are accessible.

Technological innovations, such as touch-tone and online registration for continuing and new students, have increased comprehensive and accessible services. Scheduled or drop-in appointments, which may be group or individual, to access counselor services are developed on a computerized appointment program. Access by counselors to matriculation screens (i.e., assessment, and multiple measures) provide timely information to place students in appropriate courses.

Effective in the 2000–2001 academic year the U.S. Department of Education introduced the Student Aid Internet Gateway (SAIG), which replaced the Title IV Wide Area Network (WAN). SAIG is a vehicle for electronically transmitting and receiving data on financial aid programs authorized under Title IV of the Higher Education Act. Benefits to students include a reduced application turn-around time to 72 hours; benefits to staff include enhanced informational services and responses to inquire when unique circumstances arise. The District-wide SAFE continues assistance in maintenance, check disbursement, and other operations in the Financial Aid Office and in other offices on campus and the District.

The college utilizes EDFund, a service of the California Student Aid Commission, which allows completion of loan applications online, and provides a constant link to the California Student Aid Commission, lenders and students. The California Student Aid Commission developed WebGrants, a customized Internet site designed for State Grants, which provides access to student applications, awards and payments and allows staff to report or edit payment transactions, all online. In short, the Financial Aid Office is in compliance with the Federal and State requirements.

The Student Services offices are now open until 7:00 p.m. four days per week. In an effort to inform students about the comprehensiveness and accessibility of student services, a Schedule Sheet lists the days, times and pertinent dates of regular service as well as the time frames that vary throughout the term for specific services units (5.6.1). Distributed to the students and college staff, such accurate recording of when and where services are provided offers a measure of reliability to students. Of note is the coordination among Admissions and Records, Counseling, the Cashier's Office and Financial Aid Services to be accessible simultaneously, especially during evening hours and Saturdays. During office hours, students may come to the Financial Aid Office for drop-in services. Students may also schedule appointments with the coordinator to discuss their financial aid and other problems. Bi-lingual staff are available on a drop-in or appointment basis to answer questions from students and parents about the application process. During the academic year, the staff schedules workshops at local high schools; with bi-lingual staff available when needed to provide financial aid application assistance.

Transfer workshops provide opportunity for students to meet with CSU, UC and other four-year institution representatives. Most student services units have bilingual staff composed of either contract, hourly or student workers. By far, the most diverse staff is that of Financial Aid Services, which offers information and assistance in Spanish, Tagalog, Vietnamese, Chinese (Mandarin and Cantonese), and Farsi.

In 2001-02, State Capital Outlay funds, along with Measure B and Measure E funds, were used for architectural barrier removal. Specific areas were detailed in the Americans with Disability Act (ADA) Transition Plan completed more than 10 years ago. Disabled Students Programs and Services worked with campus and District staff to ensure that ADA standards were incorporated into new projects. However, not all areas listed in the Transition Plan were fully addressed because of limited funding (5.6.2).

### **Self-Evaluation**

It is generally felt that the space renovation projects for some continuing and new programs have vastly improved the intake, assessment, orientation, counseling and instruction support for students as well as increased the efficiency of personnel because they work in areas that are more spacious and better lighted and ventilated. However, key programs such as EOPS and DSPS are located away from the central Student Services area, causing service delivery difficulties for students. Other service areas, such as Admissions/Registration/Records, Financial Aid, Counseling, Outreach and Recruitment,

Assessment and Orientation, the Alameda One-Stop Career Center and the Transfer Center, still suffer from cramped work areas or overcrowding by students during peak periods.

The college does not house a centralized Student Services complex; rather, student support services are located in six different buildings on campus. Student services now mandated and/or considered necessary for student success did not exist when the college was designed and built. Over time space was either converted or adapted for student support programs and services. Though most service units are identified with appropriate signage, additional signage is needed to help students to locate all available student services. The lack of centralized student services was instrumental in the prioritization of the facilities renovation of Building A to house a majority of student services. This will allow for greater student access, clearer lines of communication, more efficient delivery of service, and more effective management oversight for accountability.

New and improved campus maps, indicating building locations of all offices and student service areas, to accompany the written information in a Student Handbook, were developed.

Results of the Student Success Project (a summary of the Organizational Audit of Student Services district-wide) revealed that under present funding and staffing levels, the majority of Student Services units are underfunded and understaffed, severely taxing the capacity to provide the range and depth of services required by students at an institution of this size (5.6.3). Staff vacancies, increased workloads due to identification of increased student support needs (i.e., increased evening and Weekend College offerings), adherence to Federal, State or District mandates and initiatives, and need for updated or new equipment and supplies also tax the Division's capacities.

Space for the One-Stop Career Center is inadequate for the staff and 14 mandated partners required by the Workforce Investment Board, customers, and electronic and print resources that must be available for the clients. Additional space would provide for private and semi-private offices for the staff and community partners.

### **Planning Agenda**

- The college staff will work with District staff in the completion of the design and renovation of the Building A Student Services Center and relocation of the Alameda One Stop Career Center.

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

### **Description**

Spring 2002 demographics data revealed the diversity of the 6,367 enrolled students at College of Alameda. According to designated information on admissions applications, the

student ethnic composition is as follows: 33 percent Asian; 26 percent African American/Black; 18 percent Caucasian; 11 percent Hispanic; 5 percent Filipino; and 1 percent Native American. Seven percent of students indicated "other" than the above categories and 4 percent did not indicate ethnicity (5.7.1). In addition, DSPS served 879 students (3 percent) with activities to promote campus awareness of their presence.

Throughout the year, the various college constituencies sponsor events that celebrate diversity. A cultural events series, composed of evening performances by college and community ensembles, was organized and co-sponsored by the English Department and Student Activities. The Music Department's jazz band, in addition to participating in the cultural events series, has performed at community events and during half-time at a basketball home game; its choral group performs yearly at graduation ceremonies.

Faculty and classified staff members serve as advisors to the 12 active student clubs under the auspices of the ASCOA/Student Government, which maintains trust accounts, supervised by the Director of Student Activities, for each club (5.7.2). The most popular fund raising activity to augment trust funds is food sales conducted in the college quadrangle. La Raza Unida's Annual Cinco de Mayo celebration features music, dancers, and food; the Black Student Union sponsors activities in recognition of Black History Month, and in honor of the Martin Luther King, Jr. and Malcolm X holidays; the Asian Student Union and Vietnamese Club sponsor activities to celebrate Southeast Asian New Year.

The ASCOA also sponsors other diversity events such as Disability Awareness Day, International Women's Day, and Asian/Pacific American Heritage Month. College Hour, scheduled from 12:30 to 1:30 p.m. on Tuesdays is reserved to allow the entire college to attend presentations.

Activities such as the above reinforce the curriculum offerings, which includes courses in African-American History, Asian and Asian-American Studies, Cultural Geography, California History, Mexican and Latin American Studies, Psychology of Minority Groups and Latin American/Chicano authors. French, German, Spanish, and Vietnamese language courses are also offered. A Puente Program is scheduled to begin in 2002-03. Founded in 1981, the mission of the Puente Program is to increase the number of educationally under-represented students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to future generations.

The Associated Students of COA takes a very active role to ensure that all students' concerns for a viable academic, social and physical learning environment are heard. The mission of the ASCOA is to "provide a mechanism to assist and improve the campus environment through changing and improving the already existing services" (5.7.3). Students also bring new concerns, especially those of health and safety, to the attention of the administration. The ASCOA pressed the college Safety Committee for creation of a smoke-free environment near classes and in common areas. As a result, the College Council approved a campus smoking policy that restricts smoking to 15 designated outdoor areas. Student representatives to college-wide committees as well as to the President's Cabinet, College Council and the Faculty Senate are assigned at the beginning of each Fall term for the duration of the academic year.

Student information is published not only in English but also in Spanish, Chinese, Vietnamese, Tagalog, Farsi, Afghani, and Russian. Faculty, administrators, classified staff and student workers, who are bilingual assist students with limited English-speaking proficiency in the comprehension of course requirements and college policies and procedures. In the hiring of college personnel, which includes student workers, the institution strives to provide for staff representation to reflect College of Alameda's student population in terms of gender and ethnicity.

### **Self-Evaluation**

According to the Student Climate Survey administered by the PCCD Office of Research and Institutional Development in the Fall of 2000, respondents scored College of Alameda extremely well in respect to the following: helpfulness of staff; excellence of classes and quality of instruction; accessibility of instructors; availability of and access to a wide variety of programs and courses; fair and impartial grading, safe parking lots and available parking spaces; gender equity; and convenience of bookstore services and hours (5.7.4).

Eighty percent of college staff and 60 percent of students (with a 30 percent no opinion registered) agreed that the college provides an inviting and supportive environment for students of diverse cultural, racial, ethnic, religious and national backgrounds. Moreover, the majority of respondents agreed that all people, regardless of age, ethnic background, gender, sexual orientation, or physical status, are generally treated with respect by faculty, administration and staff, and other students. About two-thirds of staff indicated that the college demonstrates equity in employment. Students and staff expressed positive agreement about the safety aspects of the campus. The majority of college staff expressed concern about the lack of cleanliness and maintenance of classrooms, buildings and grounds, whereas only 50 percent of students expressed this concern.

One-half of college staff respondents agreed that the courses taught at the college provided adequate examples of diverse cultures and peoples as an integral part of the course content; one-fourth of the respondents disagreed. But less than one-half agreed that the library holdings reflected diversity. Moreover, the 2000 PCCD Student Climate Survey revealed that less than 50 percent of respondents rated as satisfactory the inclusion of contributions of women and people of color in the academic curriculum.

The 1996 Student Equity Plan identified barriers to access and to degree/course completion that specifically addressed issues of diversity, i.e., inadequate marketing and registration materials in Spanish, Vietnamese and Chinese; lack of a specific program, such as Puente, to increase recruitment of Latino students; need for increased bilingual staff college-wide, particularly in Student Services; need to create a welcoming, supportive campus environment; and need to address the issue of cultural diversity campus-wide (5.7.5).

The College of Alameda Civil Rights Guidelines for Vocational Education on site review revealed the need for public TTD access to campus emergency services, tactile campus signage, directional signage, and consistency in departmental language requirements aligned to catalog (5.7.6).

## **Planning Agenda**

- Work with the District to adopt procedures for providing academic accommodations and access to instruction and services in accordance with the Americans with Disabilities Act.
- Implement college staff development opportunities (e.g., workshops, Professional Day activities, open mike forum, retreats, special presentations, etc.) that sensitize faculty and staff to issues of diversity.
- Train faculty in the integration of diversity issues within the instructional program.

**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.**

### **Description**

The Student Activities program at College of Alameda provides opportunities and experiences that foster intellectual, ethical, and personal development for students. The program also prepares students for future civic and social responsibilities through community service and leadership training. The Student Activities Office is located in the F Building, which also houses the Cougar's Den (cafeteria), the Sheriff's Office, the ASCOA offices, the CalWORKs office and the bookstore. The Student Activities Program Specialist is the liaison for all activities except the CalWORKs program and the Sheriff's Office.

A 14-member Student Senate comprised of five Executive Committee members and nine Senators governs the Associated Students of College of Alameda (ASCOA). The ASCOA members are encouraged to participate in the shared governance process at the college and the District. The ASCOA President is invited to attend meetings of the President's Cabinet and College Council where policies and procedures are developed and/or approved. The Vice President and other Senators are invited to attend college standing and special committees, and Faculty Senate meetings (5.8.1). The sale of student body cards by ASCOA provides funding for student activities; under the supervision of the Director of Student Activities, the annual budget is developed by the ASCOA Executive Council and managed by the Treasurer.

Elections ensure that the civic and ethical responsibilities of campaigning, voting, and serving the needs of a student constituency are honored. The ASCOA is a member of CalSACC (California Student Association for Community Colleges) and is bound by its by-laws and Code of Ethics (5.8.2). Student ethical responsibility at the college is encouraged by the Student Code of Conduct published in the college catalog (5.1.1) with an abbreviated version in the Student Handbook (5.8.3).

The ASCOA assists in planning cultural and other events such as Cinco de Mayo, Earth Day, International Women's Day, Disability Awareness Day, African-American History Month,

Asian Pacific Islander Week, Student Awards Banquet, Transfer Day, High School Bridge Day and Commencement (5.8.4). The ASCOA participates in fundraising and activities designed to meet the special needs on campus. An Easter egg hunt and a Halloween party for the campus Children's Center are traditional ASCOA sponsored annual events.

The Student Activities program hosts approximately 12 chartered honorary, service, co-curricular and special interest clubs. The President of each chartered club serves on the Inter-Club Council, which coordinates the activities between all clubs (5.7.2).

### **Self-Evaluation**

Though opportunities exist for students to participate in co-curricular activities either through student government, clubs, programs or projects within their major disciplines, increased participation is needed. The high percentage of part-time students is a factor in this equation. Though the Student Activities program strives for high visibility, a limited number of students participate in the ASCOA. Involvement on campus standing committees is increasing, but remains sporadic. Efforts to retain an ASCOA President and Senate for two years to provide continuity of leadership are not always successful.

Less than one-half of the students responding to the 2001 Student Satisfaction Survey were in agreement that the role of ASCOA representatives in various governing, planning and other policy-making bodies is clear and well-publicized; equally as many respondents have no opinion. Moreover, less than one-half felt that there was adequate opportunity to participate in student government, clubs and other activities on campus (5.1.5). The ASCOA plans to become more visible by aggressively advertising the role of student government, the presence of student clubs, scholarship opportunities, and the schedule of special events. The purchase of a reader board by Student Activities has assisted greatly in the dissemination of timely information.

### **Planning Agenda**

- Work with ASCOA to involve more students in shared governance.

**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.**

### **Description**

Official education records are permanently secured by the District's Admissions and Records. Inactive records on paper prior to 1970 are stored by a private data storage organization. Efforts to concentrate all old files on CD ROM have been delayed due to lack of funding for a project of this magnitude. All student transcript records beyond this date are entered on cartridge tapes by the District Data Processing Center, which backs up all files

twice a day on separate cartridges. Original student records, such as transcripts, are sent immediately to the District Admissions and Records Office via confidential packaging and District transportation. Copies of some records, e.g., requests for grade correction, are kept at the division offices pending resolution. Confidentiality of records at the District facility is maintained by a security system with different security profiles for all employees.

To access their educational records at the District Admissions and Records facility, students must provide Social Security Numbers (SSN) and Personal Identification Numbers (PIN) and only SSNs at the college Admissions and Records office. Student assistants do not possess authorization or clearance to access student records. In the case of DSPS, no information about the nature of a student's disability is released to anyone without the written consent of the student. Faculty have been enjoined not to post final grades using students' SSNs.

The college adheres to the provisions of the Education Code and Family Education Rights and Privacy Act (FERPA) regarding access and confidentiality of student records (5.9.1). No information is given out regarding any student without his/her written consent except in the matter of a subpoena in which the student has five days to respond before some action is taken. Records are kept for at least three years beyond the current year, then purged and shredded. Records kept on CD ROM will eliminate the need for a large storage area, but the college is still in the process of developing an infrastructure to accommodate technological changes.

### **Self-Evaluation**

In Admissions and Records student records, such as class and census rosters are left in work areas awaiting disposition. Following final exams, instructors personally deliver their grade and attendance rosters to boxes where two full-time staff members work on them while answering phones and assisting students in admissions and registration for the next term. A filing cabinet housing student records is locked at the close of the day.

The Financial Aids Office and DSPS strive to preserve confidentiality and security of records.

### **Planning Agenda**

- Evaluate the adequacy of records storage/security in Student Services.

**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.**

## **Description**

The PCCD Office of Research and Institutional Development (ORID) compiles various reports, which are useful to the Student Services Division. The Student Satisfaction Survey is conducted in the Fall during odd years (since 1995); the Student Climate Survey is conducted in the Fall of even years (since 1994) and the Graduate Follow-up Survey is conducted annually (5.10.1). Survey results direct student services reform. Student Services has increased cultural, and special events, improved food service, and enhanced services for evening and weekend students, especially counseling and tutoring.

The PCCD ORID conducted a COA Student Satisfaction Survey in Fall 2001. A Faculty/Staff/Administrator Survey was conducted in the Fall 2001 by the Student Services Division. When asked to rate their over all satisfaction with COA 89 percent of respondents were either satisfied (73%) or very satisfied (16%). 12 percent indicated either unsatisfied (11%) or very unsatisfied (1%) (5.10.2).

Evaluative information to improve institutional effectiveness has been provided by program reviews required by agencies responsible for funding or licensing them (e.g., EOPS/CARE, and Financial Aid); a 1998 self-study for Title IX athletics compliance; and an annual program compliance review by the Student Aid Commission. A program review of Financial Aid was completed in 2001.

Student Services Committees meet regularly to evaluate policies, procedures and practices and to provide remedies for perceived problem areas.

## **Self-Evaluation**

Surveys conducted by ORID assist in assessing the quality of student services. The two year lapse between surveys inhibits timely planning in response to new trends and circumstances. Institutional data required for clear and regular demonstration of student outcomes is not always available until an academic year has elapsed.

The COA Research Committee, activated in 2001-2002, will assist the Student Services Division in research needs. The Research Committee will also assist in providing information on funding sources and grant preparation assistance. It is expected that the Research Committee will help the college develop new mechanisms for assessing institutional effectiveness in terms of student success.

## **Planning Agenda**

- Work with COA Research Committee to develop timely surveys and other information gathering efforts to help provide ongoing evaluations of Student Services Programs and Services.

## **STANDARD FIVE DOCUMENTS**

- 5.1.1 College of Alameda Catalog
- 5.1.2 Board Policy 3.03—Affirmative Action Policy
- 5.1.3 Board Policy 7.00–7.21 --Board Policies Related to Matriculation
- 5.1.4 PCCD District Web Page
- 5.1.5 2001 PCCD/COA Student Satisfaction Survey
- 5.1.6 Students Plus Enrollment Management Task Force Plan, 2001–2002
  
- 5.2.1 COA Class Schedule
  
- 5.3.1 Faculty Handbook
- 5.3.2 COA Student Services Organization Chart
- 5.3.3 Student Services Unfunded Needs Request, 2001–2002
  
- 5.4.1 Shared Government's Documents
  
- 5.5.1 Matriculation Handbook
  
- 5.6.1 Student Services Schedule Sheet
- 5.6.2 ADA Transition Plan
- 5.6.3 Student Success Project
  
- 5.7.1 Student Demographics, Spring 2002
- 5.7.2 List of COA Student Clubs
- 5.7.3 Student Activities Brochure
- 5.7.4 Student Climate Survey
- 5.7.5 1996 Student Equity Plan
- 5.7.6 Student Rights Vocational Education Team Report
  
- 5.8.1 ASCOA Representatives to College Committees
- 5.8.2 California Student Association for Community Colleges
- 5.8.3 Student Handbook, 2002
- 5.8.4 Student Activities Programs
  
- 5.9.1 Family Education Rights and Privacy Act (FERPA)

- 5.10.1 PCCD Office of Institutional Development---Student Survey Trends, 1993-2002
- 5.10.2 COA Student Services Faculty/Staff/Administrator Survey, Fall 2001

