

## Appendix

### Standard Two: Customer Satisfaction Survey Process

Background:

Customer Satisfaction survey cards are a valuable tool in assessing the performance of court staff and court policies and procedures. The following procedure provides a formal process for reviewing and following up on customer satisfaction survey cards.

Step	Action	Responsible
1	Survey cards are retrieved on a weekly basis and given to Division Chief	Customer Service Representative
2	Cards are reviewed for: <ul style="list-style-type: none"> <li>• General trends</li> <li>• Staff cited for good or better performance</li> <li>• Critical comments</li> </ul>	Division Chief
3	Comments are shared with Court Section Supervisors and management: <ul style="list-style-type: none"> <li>• Personally acknowledges staff cited for good or better performance</li> <li>• Follows-up on negative comments, including personal follow-up with those customers requesting personal contact</li> </ul> Cards containing negative comments are annotated to reflect that customer was contacted; and cards are forwarded to Trial Court Administrator	Division Chief
4	Reviews survey cards, forwards to Operations and Administrative Chief as appropriate and forwards to Court Administration staff for updating of quarterly report.	Trial Court Administrator
5	Tabulates incoming survey cards	Court Administration Staff
6	Issues e-mail to All WWM/AEB Staff including: <ul style="list-style-type: none"> <li>• Percentage of positive and negative responses</li> <li>• Names of staff personally named on cards</li> </ul>	Trial Court Administrator

## Standard Two: Class Schedule Production Deadlines (Memorandum)

PERALTA COMMUNITY COLLEGE DISTRICT  
Department of Marketing, Public Relations and Communications

### *Memorandum*

TO: Vice President of Instruction, College of Alameda  
Vice President of Instruction, Laney College  
Vice President of Instruction, Merritt College  
Vice President of Instruction, Vista Community College

COPY: Chancellor

President, College of Alameda  
President, Laney College  
President, Merritt College  
President, Vista Community College  
Senior Vice Chancellor, Administration and Financial Services  
Senior Vice Chancellor, Educational Services  
Associate Vice Chancellor for Admissions and Records and  
Student Services  
Vice President of Students, College of Alameda  
Vice President of Students, Laney College  
Vice President of Students, Merritt College  
Vice President of Students, Vista Community College  
Data Processing  
Marketing Coordinator  
Public Information Officers

FROM: Jeffrey Heyman, Executive Director  
Marketing, Public Relations and Communications

DATE: May 20, 2003

SUBJECT: Production Deadlines: 2004 Class Schedules

Please find attached to this memorandum the production deadlines for 2004 Spring, Summer, and Fall class schedules. As with previous production periods, you will continue to have two reviews of the draft schedules and there will be only one class listings download from the mainframe for each schedule. This worked very well during the last two production periods, as it lessens confusion about class information and ensures a more up-to-date class schedule.

Thank you for making every effort to meet these deadlines so that we can ensure that class schedules get into the hands of our students on time.

As always, please telephone me at 7369 should you have any questions about the class schedules.



**Production Deadlines  
Spring 2004 Class Schedule**

- Mon., 25 Aug 03(4:30 PM): All schedule content, including "wrap-around" material, president's greeting, revised phone listings, student services information and college ads due in electronic form. (**Note: Ad copy of 75 words each for five ads per college in the district schedule and u to 15 ads for individual college schedules.**)
- Mon., 8 Sept 03 (4:30 PM): First draft of wrap-around material and class listings ready for pickup by colleges. (**Note: An unformatted report of class listings will be provided for college review. Changes to the listings should be made by Office of Instruction staff directly on the mainframe prior to the download date, noted below.**)
- Mon., 15 Sept 03 (9:00 AM) College revisions of wrap-around delivered to Marketing Department; course listing changes made to mainframe by Office of Instruction.
- Mon., 15 Sept 03 (Noon): Course listings downloaded from mainframe.
- Mon., 22 Sept 03 (9:00 AM): Final schedule layout draft, including paginated class listings, ready for pick-up by colleges.
- Wed., 24 Sept 03 (4:30 PM): Final revisions returned to Marketing Department. (**Note: Minor corrections only. No changes after this deadline.**)
- Fri., 31 Oct 03 (3:00 PM): Schedules delivered to district warehouse.
- Tues., 11 Nov 03: Enrollment begins for DSPS, EOPS.
- Thurs., 13 Nov 03: Enrollment begins for continuing students.
- Tues., 25 Nov 03: Enrollment begins for new students.
- Thurs., 15 Jan 04: Spring classes begin.



Standard Two: Schedule Deadlines (Memorandum)

COLLEGE OF ALAMEDA
OFFICE OF INSTRUCTION

MEMORANDUM

DATE: October 31, 2003
TO: Peter Simon & Thomas Orf
FROM: Cecilia Cervantes, President
RE: College of Alameda Schedule Deadlines (Summer/Fall of 2004)

The Summer, 2003 & Fall, 2003 Schedule of Classes (report SB300 with Census enrollments) for you to use as a tool to plan the Summer and Fall 2004 schedules of classes and the Cloned Schedules of Summer, 2004 & Fall, 2004 (report SB282) are attached. The following are the scheduling deadlines for Summer, 2004 & Fall, 2004:

Table with 4 columns: Task, DATE, DUE DATE (12 NOON), and WRKG DAYS. Rows include Cloned Schedules to Divisions, Office of Instruction Processes Schedule, First Set of Proofs to Division Deans, Office of Instruction Processes Schedule 1351 Cost Spreadsheet Due, Second Set of Proofs to Division Deans, Final Changes, and Final Changes are in & Preliminary Schedule Dump.

CC: Cecilia Cervantes
Jeff Heyman
Kerry Compton
Herb Kitchen
Howard Perdue

AT:alp
File: mf04tmln.doc



## Standard Six: Library Program Review Guidelines

### PROGRAM REVIEW GUIDELINES LIBRARY DRAFT OCTOBER 2003

#### I. Overall Description and Assessment of the Program

1. Describe the program's mission, goals, and objectives.
2. Identify the missions and goals of the college, which the program addresses.
3. Describe any unique characteristics, concerns or trends affecting the program, and any significant changes or needs anticipated in the next three years. Remember that this is a broad general assessment versus the more detailed responses and recommendations for both long term and short term covered in the four emphases areas that follow.

#### II. Instructional Program

##### A. Courses

1. List courses offered and the dates of the most recent course outline update.
2. If course outlines have not been updated in the last six years, they are to be updated as part of this program review.
  - A. Include a description of the program's methods for evaluating the contents of course offerings (e.g. is the curriculum current, appropriate and effective?)
  - B. Include incorporation of student-learning outcome measures.
3. Describe how the course outlines have been updated to follow Title V regulations (e.g. prerequisites, co-requisites, advisories, and VTEA recommendations).
4. With what institutions have the courses in this program been articulated? Validate through ASSIST and/or CAN.
5. What methods are used to maintain the integrity of academic standards and achieve consistency within the instructional program?
6. To what extent are writing skills and critical thinking reinforced in this program?

##### B. Orientations/ Workshops/ Reference Services

7. What has been done to study the appropriateness of integrating information competency into degree and/or certificate program requirements at the college?
8. To what extent are information competency skills reinforced in the instructional program?
9. In what ways do courses, orientations, and workshops support general education and other college instructional programs?
10. What procedures are being used to assure that the instructional program is adequately meeting the needs of students?
11. Describe the profile for students served in the program's courses, orientations, and workshops for the past three years. (Sheryl Queen at the district Office of Research and Development can provide this information If we provide class codes and semesters for class orientations.)
12. How are goals established for student learning and what methods are used to assess whether the goals are met? (How do we know students have learned what we have taught?) Identify student-learning outcomes for courses and programs.
13. To what extent is the program encouraging the use of successful and innovative teaching methodologies/instructional strategies that involve students in the learning process?
14. How has technology affected your delivery of instruction?
15. What instructional initiatives have been used to increase the program's FTES? (e.g. alternative scheduling, telecourses, distance education, faculty/librarian collaboration)

Recommendations for this area:

Identify goals, objectives and plans for this area (1-5 years):

### III. Evaluation of Collections, Equipment, and Facilities

1. Describe the strengths and weaknesses of your book, periodical, media, and electronic collections in support of the college's current curriculum (include criteria used for assessment). Compare to minimum *ACRL Standards for Community, Technical, or Junior College Libraries* or *California Code of Regulations Title V, Article 3, Section 58722*.
2. What procedures are being used to assure that the collections are adequately meeting the needs of students and faculty?
3. Describe acquisition and utilization patterns for collections and services for the past three years.
4. What procedures are being used to assist students and faculty in obtaining information not available through current library resources?
5. Describe the quality of equipment and software used to access library resources (include criteria for assessment).
6. Do program facilities and equipment (library, classroom, lab) effectively support your programs and services (include how effectiveness is measured)?

Recommendations for this area:

Identify goals, objectives and plans for this area (1-5 years):

### IV. Staffing and Fiscal Support

1. What staffing factors influence the effectiveness of the program?
2. Are current staffing patterns adequate for all services and activities? Compare to minimum *ACRL Standards for Community, Technical, or Junior College Libraries* or *California Code of Regulations Title V, Article 3, Section 58724*.
3. What areas of focus have been provided within the last two years for staff development and what plans are being identified for future staff development?
4. What evidence is there that faculty are staying current in their respective disciplines and instructional methodologies? (For example, workshops, conferences, course work, related work experience, advanced degrees.)
5. What budgetary factors influence the effectiveness of your program (include how budgetary effectiveness is measured)? Consult *Bowker Annual of Library and Book Trade Almanac* for average price of U.S. college books, periodicals, and videocassettes.
6. If collection size does not meet Title V minimum standards for your current FTES, describe the funds needed to bring collection to this standard.
7. Describe budget allocations and expenditure patterns for the past three years.

Recommendation for this area:

Identify goals, objectives and plans for this area (1-5 years):

### V. Accreditation

Review the college's Accreditation Self Study Report, the Report of the Evaluation Team, and ACCJC's final report and recommendations.

1. Individually list each recommendation that relates to your program.
2. Indicate how your program is addressing each one of these items.

Recommendation for this area:

Identify goals, objectives and plans for this area (1-5 years):

Draft updated: 10/23/03 rnm

Standard Seven: Full-Time Tenured Faculty Evaluations Division I  
(Memorandum)MEMORANDUM  
Division 1

**DATE:** November 18, 2003  
**TO:** Full-Time Faculty  
**FROM:** Peter Simon, Division Dean  
**SUBJECT:** **Full-Time Tenured Faculty Evaluations**

As you know, each tenured faculty member is evaluated by their peers once every three years. Enclosed is a grid showing the evaluation clusters - reflecting the teams that have been in place and updated groupings that were established in a meeting between myself, representatives from the Academic Senate and the Peralta Federation of Teachers. I have also included copies of "Tenured Faculty: Evaluation Policy and Procedures" (Board Policy 3.30B) for your reference.

The steps included in the Tenured Faculty Evaluation include:

Administration of **Student Evaluations** in at least two of the faculty member's classes.

**Classroom Observations** - coordinated by Cluster Chair.

Faculty member scheduled for evaluation completes a **Self-evaluation Form** (after having the opportunity to review the summary of Student Evaluations and colleagues' Classroom Observations).

**Administrative Evaluation** - completed by Division Dean.

**Summary Report** - Written by Evaluation Team (Cluster).

**Our goal is to have all of the Tenured Faculty Evaluations completed by April 1, 2004.** While there is not a great deal of time left in the Fall 03 semester to accomplish these tasks, I would encourage you to embark on the process by contacting the other faculty in your cluster to map out a schedule to complete all of the elements.

Please refer to the enclosed "Tenured Faculty: Evaluation Policy and Procedures" for additional details for each of these required components. I will be in contact with each faculty member scheduled to be evaluated to set up a time for me to conduct a classroom observation. In addition, I will be in touch with the Chair of each Cluster. If you have any questions please contact me at 748-2318 or by email at [psimon@peralta.cc.ca.us](mailto:psimon@peralta.cc.ca.us)

Cc: Dr. Cecilia Cervantes, President



**Standard Seven: 2003-2004 Part-Time Evaluations, Division II  
(Memorandum)**

October 5, 2003

To: FT Faculty  
From: Thomas M. Orf, PhD – Dean of Division II  
Subject: Part Time Evaluations

Due to recommendation during our accreditation visit, we are required to have evaluations from all of our part time faculty. As per contract, each full time faculty member is required to 1) sit in the classroom of part time faculty and fill out the faculty evaluation sheet; and 2) hand out student evaluations. You have been assigned the following part time faculty for this semester:

- <Evaluee1>
- <Evaluee2>
- <Evaluee3>
- <Evaluee4>
- <Evaluee5>

Please contact the above faculty to schedule teime (and to see if they approve you as the FT faculty member evaluating them: Each PT faculty has one refusal). Attached is a copy of the timeline which needs to be completed.

Please have these evaluations completed by the first week of December. If you need any additional information, please do not hesitate to contact me. Thank you in advance for your cooperation.





Standard Seven: Draft: Classified Hourly Employee Evaluation Form

College of Alameda
DRAFT
555 Atlantic Ave
Alameda, CA 94501

CLASSIFIED HOURLY EMPLOYEE Performance Evaluation Form

Employee Name (Last) (First) Date:

Department: Supervisor:

Job Title: Employment Dates:

General Factors: On a scale of 1-3, indicate how well expectations are being met (1 = Exceeds Expectations, 2 = Meets Expectations, 3 = Does Not Meet Expectations, NA = not applicable)

- 1. Interpersonal skills
2. Motivation/initiative
3. Work ethic/attitude
4. Punctuality/attendance
5. Communication skills
6. Customer services skills
7. Knowledge of job duties
8. Overall performance
9. Supervisory skills
10. Other

Supervisor Comments (include information on any additional special projects):

Four horizontal lines for supervisor comments.

Classified Hourly Employee Comments:

Four horizontal lines for employee comments.

I have participated in and have read the above evaluation, and have a copy for my records.

Supervisor's Signature Date Employee's Signature Date



## Standard Seven: Job Specification: Student Instructional Lab Aide

### Definition:

Under general supervision of computer lab instructor, to do instructional assistance work, requiring the exercise of considerable initiative, quality service knowledge and judgment, computer hardware and software savvy and to do related work as required.

### Distinguishing Features:

The majority of the duties assigned fall into the following three categories:

1. Positions responsible for regularly eliciting information from or giving information to students in various stressful situations involving face-to-face personal contact.
2. Positions responsible for resolving problems related to computer usage and problems occurring in lab lessons.
3. Positions which require a specialized or through knowledge of broad and complex procedures, systems, rules, codes, and policies in order to perform their assigned duties.

### Examples of Duties:

The following are the duties performed in this classification:

- Show up on time. Plan on staying the entire lab session. If late, call instructor. Call instructor if you are unable to make it to work.
- Prepare lab room – checking to see if computers have internet and printer access, chairs, working software and hardware, each unit has a “Help” sign.
- Advise students not to drink or eat in the lab
- Prepare lab lesson ahead of the designated work time to be aware of the lesson
- Upon lab session ending, make sure computers are turned off, chairs are put in order. Problems with computers and software are noted in a log.
- Distinguish between a system problem (computer or hardware error) and student error. If the latter, advise student of what their errors might be and lead them to resolve the problem themselves.

### Minimum Qualifications:

- The equivalent of one unit of the course “Help Desk” or one year of experience in lab work. The “Help Desk” course can be taken simultaneously with the lab assignment.
- The inclusion on student's transcript of having taken the course he/she is assisting with, or the equivalent.

### Knowledge and Abilities

#### Knowledge of:

- Modern office practices and procedures and standard computer lab equipment operations
- Thorough or specialized program knowledge of computer subject he/she is the aide for.

#### Abilities:

- Technical skills and demonstration for enthusiasm for computer related hardware and software
- Dependability and reliability
- Analysis and problem solving
- Oral communication including listening skills
- Decision-making and initiative
- Interpersonal sensitivity
- Adaptation to stress
- Time and task management
- Planning, organizing and coordinating
- Working independently

**Standard Seven: Contract Between Students and Lab Instructors****Student:**

I have read and understand the following definition and duties re the position: *Student Instructional Lab Aide*.

**Definition:**

Under general supervision of computer lab instructor, to do instructional assistance work, requiring the exercise of considerable initiative, quality service knowledge and judgment, computer hardware and software savvy and to do related work as required.

**Examples of Duties:**

The following are the duties performed in this classification:

1. Show up on time. Plan on staying the entire lab session. If late, call instructor. Call instructor if you are unable to make it to work.
2. Prepare lab room – checking to see if computers have internet and printer access, chairs, working software and hardware, each unit has a "Help" sign.
3. Advise students not to drink or eat in the lab
4. Prepare lab lesson ahead of the designated work time to be aware of the lesson
5. Upon lab session ending, make sure computers are turned off, chairs are put in order. Problems with computers and software are noted in a log.
6. Distinguish between a system problem (computer or hardware error) and student error. If the latter, advise student of what their errors might be and lead them to resolve the problem themselves.

I will work my best to develop the following skills:

- Technical skills and demonstration for enthusiasm for computer related hardware and software
- Dependability and reliability
- Analysis and problem solving
- Oral communication including listening skills
- Decision-making and initiative
- Interpersonal sensitivity
- Adaptation to stress
- Time and task management
- Planning, organizing and coordinating
- Working independently

Date: \_\_\_\_\_

Student Signature \_\_\_\_\_

**Instructor:**

I will help student develop TECHNICAL and SOFT skills needed as listed in the Job Specification and assess his/her performance weekly, advising areas that need improvement.

Instructor will explain skills definition (see evaluation) and give students copy:

I will sign bi-weekly student time sheet and evaluate absenteeism and tardiness and make notations and advise students of concerns in this area.

Date: \_\_\_\_\_

Instructor Signature \_\_\_\_\_

**Standard Seven: Supervisory Duties of Lab Instructors**

1. Sign bi-weekly time sheets, noting absentee and tardiness. Inform student of problems in attendance.
2. Instruct student about lab assignments, giving him/her a copy of schedule for semester at beginning of the semester. When appropriate, lend lab book to student aide.
3. Instructor will advise student of changes in lab assignments.
4. Instructor will evaluate the performance of each student aide, according to Student Aide Evaluation Form.

## Standard Seven: Student Aide Evaluation Form

Student: \_\_\_\_\_ Lab Assignment: \_\_\_\_\_  
Semester: \_\_\_\_\_ Instructor: \_\_\_\_\_

Rate the following skills by putting a 1, 2, or 3 in the first column:  
1 Excellent 2 Average 3 Needs Improvement

Criteria	Comments
Problem solving skills	Ability to solve a variety of problems; ability to solve a high volume of problems; ability to research and solve problems never encountered previously; asks good questions; tries multiple approaches
Quality service skills	Demonstrates empathy for customer; serves customer well; follows up with customer to ascertain satisfaction with solution, especially when closure not evident.
Technical skills	Good technical knowledge; able to solve a variety of problems; understands the products being supported; ability to learn new products quickly because of broad technical skills
Verbal communication skills	Composes and presents thoughts in a coherent manner; avoids pauses on the phone; identifies level of audience and speaks to that level
Listening skills	Correctly interprets information; gets pertinent details; selects and documents key point; leads questions and discussion to the key problem
Demonstrated enthusiasm for computers and technical support	When performing a task, enjoyment is evident through conversation and body language; some level of intensity is evident when discussing or working on computers.
Ability to learn quickly and be self-directed in learning	Understands how to learn; able to apply new learning to a variety of situation; takes notes during training; systematic in review of material; takes initiative to learn new things; sets challenging goals; reviews goals and addresses them effectively; completes jobs
Ability to work with minimal or no supervision	Usually makes the right decision; communicates well with supervisors about tasks; finds work to do
Appropriate initiative	Understands job description and expectations; not afraid to try a new solution; knows when to ask for help or discuss a strategy with supervisor; finds appropriate extra tasks to do
Reliability	Arrives on time for classes, shifts, and staff meetings; follows through with promises to customers; completes tasks as promised; communicates appropriately when promises cannot be fulfilled
Ability to handle conflict professionally	Handles conflicts logically; uses appropriate communication methods for resolving conflicts; takes appropriate initiative to solve conflict
Able to accept & appropriately act on suggestions for improvement	Works with supervisors to produce outcomes as identified; actively participates in developing strategies for improvement
Time management	Starts on time; efficiently manages time; adjusts schedule as required by tasks; prioritizes daily tasks; prepares personal schedule; completes tasks at time promised or by standards set by supervisors
Task management	Ability to analyze situation and formulate a task sequence; affected parties are informed and updates; ability to generate and maintain task status reports; ability to manage multiple tasks and prioritize appropriately
Organization	Able to work using a step-by-step process; keeps organized notes; has system for keeping track of tasks
Quality of interaction with peers, customer, and supervisors	Interacts with courtesy and respect; demonstrates empathy for customers; supports peers; interacts professionally with all groups of people
Ability to Mentor/teach other students and clients	Teaches others new skills; takes initiative to help peers; teaches customers new skills

Other Instructor comments (related to recommending student for hire):

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
Date:



Standard Seven: Draft: Student Employee Performance Evaluation Form

College of Alameda
DRAFT
Federal Work Study
Evaluation Form

STUDENT EMPLOYEE
Performance Evaluation Form

Student's Name (Last) (First)

Date:

Department: Supervisor:

Job Title: Employment Dates:

General Factors: On a scale of 1-3, indicate how well expectations are being met (1 = Exceeds Expectations, 2 = Meets Expectations, 3 = Does Not Meet Expectations, NA = not applicable)

- 1. Interpersonal skills
2. Motivation/Initiative
3. Work ethic/attitude
4. Punctuality/attendance
5. Communication skills
6. Customer services skills
7. Knowledge of job duties
8. Overall performance
9. Supervisory skills
10. Other

Supervisor Comments (include information on any additional special projects):

Supervisor comments lines

Student Comments:

Student comments lines

I have participated in and have read the above evaluation, and have a copy for my records.

Supervisor's Signature Date Student's Signature Date



## Standard Nine: Mission, Values and Vision to Goals and Objectives Cross-Reference (Draft)

### Goals & Objectives

Number	Statement
1	Communication
2	Improve student retention, success, inclusion of at-risk students
3	Curriculum improvement meeting student & community needs: preparation for basic skills, work or 4 year institution
4	Administrative Services - timeliness, customer service, technology

### Cross Reference to Goals and Objectives

	Statement	Refers to:
<b>Mission</b>	Comprehensive, flexible, each student able to reach their goals	1, 2, 3, 4
<b>Values</b>	Educational excellence	3
	Supports student needs	2, 4
	Encourages teamwork and active learning	1, 2, 3
	Empowers innovation	3
	Extends opportunities in technology	3, 4
	Respects diversity	1
<b>Vision</b>	Creative, ethical, inclusive environment - students develop their abilities as thinkers, workers, and citizens of the world	1, 2, 3, 4

Standard Nine: Cross Tabulation Worksheet (Draft Example)

Goals and Objectives to Educational Master Plan Cross-Tabulation Worksheet	Instructional Goals & Objectives			Department Weighted Total	Use Analysis			Integration & Objectives w/ Goals	Immediate Need		Department Weighted Total	Need By 2007		Long-Term Need		Department Weighted Total					
	Communication	Retention, Success, Risk	Curriculum Development in Basic Skills, Work, 4yr prep		8	6	5		10	5		7	5	7	Staffing		Equipment	5	7		
																				Use of Prior Allocations	Unusual Need
Weighted Multiplier	10	10	10																		
Div Department																					
I Crafts	1	10	2	20	1	10	40	1	13	3	15	7	1	5	9	63	1	5	5	14	87
II Communication	6	60	1	10	3	30	100	3	33	3	15	14	2	20	6	42	2	10	5	35	107
I Exercise	5	50	5	50	2	20	120	4	40	3	15	7	1	7	35	21	3	15	8	56	127
II Homeopathy	4	40	6	60	4	40	140	5	47	2	10	49	7	40	8	56	6	30	7	49	175
I Psychics	2	20	2	20	1	10	50	2	17	2	10	14	2	25	5	35	5	25	4	28	113
II Astrology	6	60	6	60	6	60	180	6	60	7	35	21	3	20	2	14	4	20	1	7	51
II Dead Languages	6	60	5	50	5	50	160	5	53	7	35	63	9	45	7	49	7	35	3	21	150
II Fish and Game	2	20	5	50	4	40	110	4	37	4	20	5	5	25	4	28	8	40	6	42	135

This is an example only; department names and all figures are fictitious. For anticipated completion of actual cross-tabulation, see Table 12.

NOTES:

- Goals and Objectives are rated in relationship to the college's mission, goals and values as described in the main text of this document.
- Use Analysis is rated in relationship to the Educational Master Plan.
- Integration is rated based on the average scores in the Goals and Objectives section.

