Appendices

COLLEGE OF ALAMEDA

Actionable Improvement Plans- 2015

<u>IB.3</u>

The College will expand institutional research capacity to strengthen qualitative and quantitative data analysis to inform decision making and prioritization processes.

To provide additional benchmarks and assessment tools to measure progress towards achieving goals and objectives a comprehensive student and faculty/staff satisfaction survey will be developed and administered on a systematic cycle.

<u>IB.6</u>

Following the College and District Strategic Planning model, the College will continue the Educational Master Plan reflection and revision cycle in 2015.

<u>IIA.1b</u>

In order to exceed Institutional Set Standards on student achievement and retention, the College will identify online and hybrid student success strategies and provide workshops to faculty and staff.

<u>IIA.2e</u>

To continuously improve and integrate strategic planning, the College will complete the revision, begun in Fall 2014, of the program review and annual program update processes and forms.

To further align District-wide and College strategic planning to student learning outcomes assessment results, the College will complete the revision of the current SLO assessments system to enhance the linkage between student learning outcomes assessment, program planning, resource allocation and future planning needs.

<u>IIIB.1</u>

To facilitate continuous improvement, in collaboration with District General Services Department of Risk Management, a risk management assessment will be conducted of College facilities with recommendations to the College Facilities or College Health & Safety Committees. Recommendations will inform the College Maintenance and Repairs Priority Needs List.

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District Functional Map

The Peralta Community College District (PCCD) Function Map is intended to illustrate how the four colleges and the district office manage the distribution of responsibility by function. It is based on the Policy and Procedures for the Evaluation of Institutions In Multi-College/Multi-Unit Districts or Systems of ACCJC/WASC.

 It was produced as the result of a collaborative process among the four colleges of the District, Berkeley City College, College of Alameda, Laney College, Merritt College, and the Peralta Community College District Office.

The Function Map includes indicators that depict the level and type of responsibility as follows:

P = Primary Responsibility: Primary responsibility indicates leadership and oversight of a given function which may include design, development, implementation and successful integration.

S = Secondary Responsibility: Secondary responsibility indicates support of a given function which may include feedback, input and communication to assist with successful integration.

SH = Shared Responsibility: Shared responsibility indicates that the District and the College are equally responsible for the leadership and oversight of a given function which may include design, development, implementation, and facilitation of input, feedback and communication for successful integration.

N/A = Responsibility Not Applicable: In cases where neither the District nor the College has such responsibility, for example, Standard II. A. 8, concerning offering courses in foreign locations.

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Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

Standard I: Institutional Mission and Effectiveness

A. MISSION

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

	College	District
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the governing board and published.	SH	SH
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
4. The institution's mission is central to institutional planning and decision-making.	P	S

B. IMPROVING INSTITUTIONAL EFFECTIVENESS

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

	College	District
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	P	S
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	P	S
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	P	S

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	P	S
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	**P**	**S**
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.	P	S

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. INSTRUCTIONAL PROGRAMS

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

	College	District
1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	P	S
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	P	S
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	P	S
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	P	S
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving	**P**	**S**

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

instructional courses and programs.		
b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	P	S
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	P	S
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	P	S
e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	P	S
f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.	P	S
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	N/A	N/A
h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	P	S
i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:	P	S
a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and	P	S

fine arts, the natural sciences, and the social sciences.		
b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	P	S
c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	P	S
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	S
5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	P	S
6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approve course outline.	P	S
a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	**P**	**S**
b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It	**P**	**S**

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

	College	District
regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.		
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	P	S
a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	P	S
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	N/A	N/A
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A

B. STUDENT SUPPORT SERVICES
The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

	College	District
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	**P**	**S**
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: a. General Information, b. Requirements, c. Major Policies Affecting Students, d. Locations or publications where other policies may be found.	**P**	**S**
3. The institution researches and identifies the learning support needs	P	S

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of its student population and provides appropriate services and programs to address those needs.		
a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	S
b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	P	S
c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	P	S
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	SH	SH
f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	SH	SH
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

C. LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

	College	District
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	P	S
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	P	S
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	P	S
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	P	S
d. The institution provides effective maintenance and security for its library and other learning support services.	P	S
e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.	P	S
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

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Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

A. HUMAN RESOURCES

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

	College	District
1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH
a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.	SH	SH
b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of	SH	SH

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personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.		
c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	P	S
d. The institution upholds a written code of professional ethics for all of its personnel.	SH	SH
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	P	S
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	SH	SH
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P
b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	P	S
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	P	S
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	SH	SH
a. The institution plans professional development activities to meet the needs of its personnel.	SH	SH
b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	SH	SH
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	SH	SH

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

B. PHYSICAL RESOURCES

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

	College	District
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	S	P
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	S	P
b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	S	P
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	P
b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	SH	SH

C. TECHNOLOGY RESOURCES

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

	College	District
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	SH	**SH**
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	SH	SH
b. The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

	College	District
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	SH	SH
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	P	S
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	SH	SH

D. FINANCIAL RESOURCES

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

	College	District
1. The institution relies upon its mission and goals as the foundation for financial planning.	SH	SH
a. Financial planning is integrated with and supports all institutional planning.	SH	SH
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	S	P
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	S	P
a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	S	P

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b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately	S	P
c. Appropriate financial information is provided throughout the institution, in a timely manner.	SH	SH
d. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	S	P
e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement	S	P
3. The institution has policies and procedures to ensure sound financial practices and financial stability.	SH	SH
a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.	S	P
b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.	S	P
d. The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.	S	P
e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	S	P
f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.	S	P
g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	P	S
h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.	SH	SH

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.	P	S

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. DECISION-MAKING ROLES AND PROCESSES
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

	College	District
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	P	S
2 The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	P	S
a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	P	S
b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	P	S
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	P	S
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and	P	S

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

	College	District
other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.		
5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	S

B. BOARD AND ADMINISTRATIVE ORGANIZATION
In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

	College	District
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	**S**	**P**
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	S	P
b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	S	P
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	S	P
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	S	P
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	S	P

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h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	S	P
i. The governing board is informed about and involved in the accreditation process.	S	P
j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.	S	P
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
b. The president guides institutional improvement of the teaching and learning environment by the following: • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; • ensuring that educational planning is integrated with • resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts.	P	S
c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.	P	S
d. The president effectively controls budget and expenditures.	P	S
e. The president works and communicates effectively with the communities served by the institution.	P	S

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility
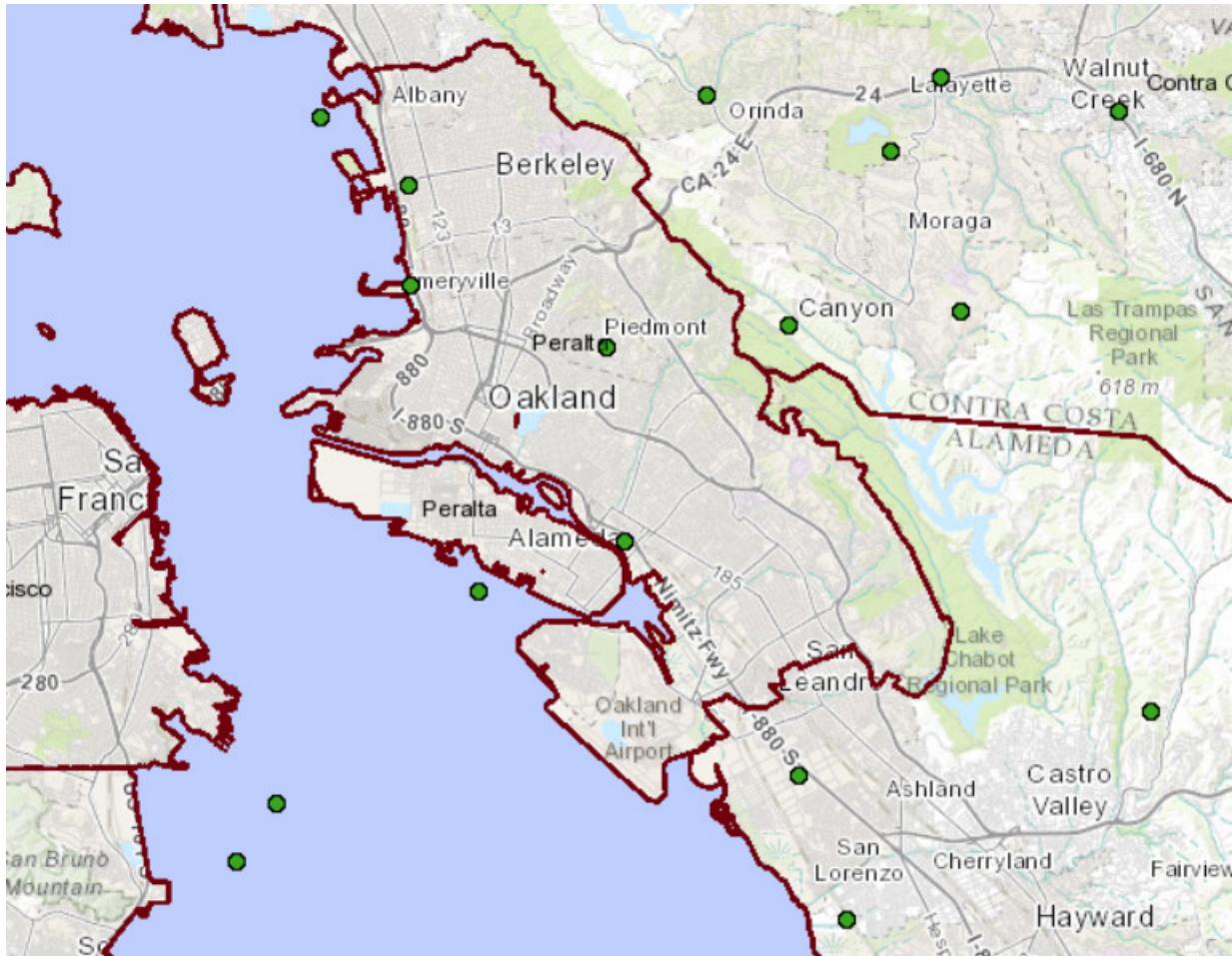
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	S	P
a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.	S	P
b. The district/system provides effective services that support the colleges in their missions and functions.	S	P
c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	S	P
d. The district/system effectively controls its expenditures.	S	P
e. The Chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.	S	P
f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	S	P
g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

Local City and
School District Data

Local High School Districts

Alameda Unified School District (primary feeder district)

Oakland Unified School District (primary feeder district)

Emeryville Unified School District

Piedmont Unified School District

Berkeley Unified School District

Albany Unified School District

Alameda Unified School District

Students by Race/Ethnicity Alameda Unified School District, 2013-14

	District		County
	Enrollment	Percent of Total	Percent of Total
American Indian or Alaska Native	31	0.3%	0.4%
Asian	3,069	28.0%	22.3%
Native Hawaiian or Pacific Islander	117	1.1%	1.2%
Filipino	805	7.4%	4.9%
Hispanic or Latino	1,807	16.5%	33.0%
Black or African American	1,147	10.5%	12.2%
White	3,175	29.0%	20.9%
Two or More Races	789	7.2%	4.4%
None Reported	7	0.1%	0.6%
Total	10,947	100%	100%

Note: Alameda Unified's Ethnic Diversity Index is 69.

ALSO SEE ▶ Students by Race/Ethnicity definitions

ALSO SEE ▶ Pop-trends

Source: California Department of Education, Data Reporting Office (CalPADS, DataQuest - Statewide Enrollment by Ethnicity (with county data), 3/24/2014)

Enrollment by Grade Alameda Unified School District, 2013-14

	Enrollment
Kindergarten	863
Grade 1	839
Grade 2	767
Grade 3	797
Grade 4	820
Grade 5	795
Grade 6	861
Grade 7	786
Grade 8	834
Grade 9	884
Grade 10	833
Grade 11	906
Grade 12	932
Ungraded	30
Total	10,947

ALSO SEE ▶ Enrollment by Grade definitions

ALSO SEE ▶ Pop-trends

Source: California Department of Education, Data Reporting Office (CALPADS, DataQuest - Statewide Enrollment by Ethnicity, 3/24/2014)

English Learners Alameda Unified School District, 2013-14

	Number of Students	Percent of Enrollment	Percent of Prior Year's Enrollment
English Learners (ELs)	2,120	19.4%	N/A
Fluent-English-Proficient (FEP) Students	1,772	16.2%	N/A
ELs Redesignated Fluent-English-Proficient (RFEP) Since Prior Year	305	N/A	14.0%

ALSO SEE ▶ EL Student definitions

ALSO SEE ▶ Pop-trends

Source: California Department of Education, Data Reporting Office (CALPADS, DataQuest - Num. and Percent Students Redesignated to FEP (with County data), 3/24/2014)

Special Programs Alameda Unified School District, 2013-14

	District		County
	Number of Students	Percent of Enrollment	Percent of Enrollment
English Learners	2,120	19.4%	21.8%
Free/Reduced Price Meals[1]	3,618	33.1%	44.8%
Compensatory Education	N/A	N/A	N/A

[1] Explanation of enrollment calculation for Free/Reduced Price Meals.

ALSO SEE ▶ Special Programs definitions

ALSO SEE ▶ Pop-trends

Source: California Department of Education, Data Reporting Office (CALPADS, DataQuest - Create Your Own Report - Free or Reduced Price Meals, 3/24/2014)

Languages of English Learner Students Alameda Unified School District, 2013-14

	Number of Students	Percent of Enrollment
Spanish	487	4.4%
Cantonese	466	4.3%
Filipino (Pilipino or Tagalog)	227	2.1%
Vietnamese	225	2.1%
Arabic	123	1.1%
All Other	592	5.4%
Total	2,120	19.4%

Source: California Department of Education, Data Reporting Office (CALPADS, DataQuest - Number of English Learners by Language, 3/24/2014)

Oakland Unified School District

Students by Race/Ethnicity
Oakland Unified School District, 2013-14

	District		County
	Enrollment	Percent of Total	Percent of Total
American Indian or Alaska Native	154	0.3%	0.4%
Asian	6,230	13.2%	22.3%
Native Hawaiian or Pacific Islander	507	1.1%	1.2%
Filipino	385	0.8%	4.9%
Hispanic or Latino	20,149	42.7%	33.0%
Black or African American	13,222	28.0%	12.2%
White	4,621	9.8%	20.9%
Two or More Races	1,216	2.6%	4.4%
None Reported	710	1.5%	0.6%
Total	47,194	100%	100%

Note: Oakland Unified's Ethnic Diversity Index is 56.

ALSO SEE ▶ Students by Race/Ethnicity definitions

ALSO SEE ▶ Pop-trends

Source: California Department of Education, Data Reporting Office (CalPADS, DataQuest - Statewide Enrollment by Ethnicity (with county data), 3/24/2014)

Enrollment by Grade
Oakland Unified School District, 2013-14

	Enrollment
Kindergarten	4,481
Grade 1	4,208
Grade 2	4,127
Grade 3	3,941
Grade 4	3,821
Grade 5	3,755
Grade 6	3,577
Grade 7	3,628
Grade 8	3,560
Grade 9	3,080
Grade 10	3,087
Grade 11	2,905
Grade 12	3,024
Total	47,194

ALSO SEE ▶ Enrollment by Grade definitions

ALSO SEE ▶ Pop-trends

Source: California Department of Education, Data Reporting Office (CALPADS, DataQuest - Statewide Enrollment by Ethnicity, 3/24/2014)

Special Programs
Oakland Unified School District, 2013-14

	District		County
	Number of Students	Percent of Enrollment	Percent of Enrollment
English Learners	14,486	30.7%	21.8%
Free/Reduced Price Meals[1]	35,556	75.3%	44.8%
Compensatory Education	N/A	N/A	N/A

[1] Explanation of enrollment calculation for Free/Reduced Price Meals.

ALSO SEE ▶ Special Programs definitions

ALSO SEE ▶ Pop-trends

Source: California Department of Education, Data Reporting Office (CALPADS, DataQuest - Create Your Own Report - Free or Reduced Price Meals, 3/24/2014)

English Learners
Oakland Unified School District, 2013-14

	Number of Students	Percent of Enrollment	Percent of Prior Year's Enrollment
English Learners (ELs)	14,486	30.7%	N/A
Fluent-English-Proficient (FEP) Students	9,649	20.4%	N/A
ELs Redesignated Fluent-English-Proficient (RFEP) Since Prior Year	2,125	N/A	15.1%

ALSO SEE ▶ EL Student definitions

ALSO SEE ▶ Pop-trends

Source: California Department of Education, Data Reporting Office (CALPADS, DataQuest - Num. and Percent Students Redesignated to FEP (with County data), 3/24/2014)

Languages of English Learner Students
Oakland Unified School District, 2013-14

	Number of Students	Percent of Enrollment
Spanish	11,033	23.4%
Cantonese	1,078	2.3%
Arabic	605	1.3%
Vietnamese	450	1.0%
Khmer (Cambodian)	164	0.3%
All Other	1,156	2.4%
Total	14,486	30.7%

Source: California Department of Education, Data Reporting Office (CALPADS, DataQuest - Number of English Learners by Language, 3/24/2014)

Alameda: Quick Facts

People QuickFacts	Alameda	California
Population, 2013 estimate	76,419	38,332,521
Population, 2012 estimate	75,641	37,999,878
Population, 2010 (April 1) estimates base	73,812	37,253,959
Population, percent change, April 1, 2010 to July 1, 2013	3.5%	2.9%
Population, percent change, April 1, 2010 to July 1, 2012	2.5%	2.0%
Population, 2010	73,812	37,253,956
Persons under 5 years, percent, 2010	5.7%	6.8%
Persons under 18 years, percent, 2010	20.7%	25.0%
Persons 65 years and over, percent, 2010	13.5%	11.4%
Female persons, percent, 2010	52.2%	50.3%
White alone, percent, 2010 (a)	50.8%	57.6%
Black or African American alone, percent, 2010 (a)	6.4%	6.2%
American Indian and Alaska Native alone, percent, 2010 (a)	0.6%	1.0%
Asian alone, percent, 2010 (a)	31.2%	13.0%
Native Hawaiian and Other Pacific Islander alone, percent, 2010 (a)	0.5%	0.4%
Two or More Races, percent, 2010	7.1%	4.9%
Hispanic or Latino, percent, 2010 (b)	11.0%	37.6%
White alone, not Hispanic or Latino, percent, 2010	45.3%	40.1%
Living in same house 1 year & over, percent, 2008-2012	82.2%	84.2%
Foreign born persons, percent, 2008-2012	27.0%	27.1%
Language other than English spoken at home, pct age 5+, 2008-2012	35.7%	43.5%
High school graduate or higher, percent of persons age 25+, 2008-2012	91.5%	81.0%
Bachelor's degree or higher, percent of persons age 25+, 2008-2012	47.2%	30.5%
Veterans, 2008-2012	4,549	1,952,910
Mean travel time to work (minutes), workers age 16+, 2008-2012	28.2	27.1
Housing units, 2010	32,351	13,680,081
Homeownership rate, 2008-2012	48.2%	56.0%

Housing units in multi-unit structures, percent, 2008-2012	46.6%	30.9%
Median value of owner-occupied housing units, 2008-2012	$628,600	$383,900
Households, 2008-2012	29,509	12,466,331
Persons per household, 2008-2012	2.47	2.93
Per capita money income in past 12 months (2012 dollars), 2008-2012	$40,938	$29,551
Median household income, 2008-2012	$77,249	$61,400
Persons below poverty level, percent, 2008-2012	9.4%	15.3%
Business QuickFacts	Alameda	California
Total number of firms, 2007	7,102	3,425,510
Black-owned firms, percent, 2007	4.3%	4.0%
American Indian- and Alaska Native-owned firms, percent, 2007	F	1.3%
Asian-owned firms, percent, 2007	28.5%	14.9%
Native Hawaiian and Other Pacific Islander-owned firms, percent, 2007	F	0.3%
Hispanic-owned firms, percent, 2007	S	16.5%
Women-owned firms, percent, 2007	S	30.3%
Manufacturers shipments, 2007 ($1000)	1,219,286	491,372,092
Merchant wholesaler sales, 2007 ($1000)	2,014,726	598,456,486
Retail sales, 2007 ($1000)	517,321	455,032,270
Retail sales per capita, 2007	$7,440	$12,561
Accommodation and food services sales, 2007 ($1000)	107,626	80,852,787
Geography QuickFacts	Alameda	California
Land area in square miles, 2010	10.61	155,779.22
Persons per square mile, 2010	6,956.2	239.1
FIPS Code	562	6
	Alameda County	
Counties		

(a) Includes persons reporting only one race.

(b) Hispanics may be of any race, so also are included in applicable race categories.

FN: Footnote on this item for this area in place of data

NA: Not available

D: Suppressed to avoid disclosure of confidential information

X: Not applicable

S: Suppressed; does not meet publication standards

Z: Value greater than zero but less than half unit of measure shown

F: Fewer than 100 firms

Source: US Census Bureau State & County QuickFacts

Oakland, CA: Quick Facts

People QuickFacts	Oakland	California
Population, 2013 estimate	406,253	38,332,521
Population, 2012 estimate	401,230	37,999,878
Population, 2010 (April 1) estimates base	390,865	37,253,959
Population, percent change, April 1, 2010 to July 1, 2013	3.9%	2.9%
Population, percent change, April 1, 2010 to July 1, 2012	2.7%	2.0%
Population, 2010	390,724	37,253,956
Persons under 5 years, percent, 2010	6.7%	6.8%
Persons under 18 years, percent, 2010	21.3%	25.0%
Persons 65 years and over, percent, 2010	11.1%	11.4%
Female persons, percent, 2010	51.5%	50.3%
White alone, percent, 2010 (a)	34.5%	57.6%
Black or African American alone, percent, 2010 (a)	28.0%	6.2%
American Indian and Alaska Native alone, percent, 2010 (a)	0.8%	1.0%
Asian alone, percent, 2010 (a)	16.8%	13.0%
Native Hawaiian and Other Pacific Islander alone, percent, 2010 (a)	0.6%	0.4%
Two or More Races, percent, 2010	5.6%	4.9%
Hispanic or Latino, percent, 2010 (b)	25.4%	37.6%
White alone, not Hispanic or Latino, percent, 2010	25.9%	40.1%
Living in same house 1 year & over, percent, 2008-2012	83.8%	84.2%
Foreign born persons, percent, 2008-2012	27.5%	27.1%
Language other than English spoken at home, pct age 5+, 2008-2012	40.2%	43.5%
High school graduate or higher, percent of persons age 25+, 2008-2012	79.7%	81.0%
Bachelor's degree or higher, percent of persons age 25+, 2008-2012	37.9%	30.5%
Veterans, 2008-2012	15,639	1,952,910
Mean travel time to work (minutes), workers age 16+, 2008-2012	28	27.1
Housing units, 2010	169,710	13,680,081
Homeownership rate, 2008-2012	41.0%	56.0%

Housing units in multi-unit structures, percent, 2008-2012	51.9%	30.9%
Median value of owner-occupied housing units, 2008-2012	$449,800	$383,900
Households, 2008-2012	154,257	12,466,331
Persons per household, 2008-2012	2.5	2.93
Per capita money income in past 12 months (2012 dollars), 2008-2012	$31,930	$29,551
Median household income, 2008-2012	$51,683	$61,400
Persons below poverty level, percent, 2008-2012	20.3%	15.3%

Business QuickFacts	Oakland	California
Total number of firms, 2007	39,382	3,425,510
Black-owned firms, percent, 2007	13.7%	4.0%
American Indian- and Alaska Native-owned firms, percent, 2007	S	1.3%
Asian-owned firms, percent, 2007	19.1%	14.9%
Native Hawaiian and Other Pacific Islander-owned firms, percent, 2007	S	0.3%
Hispanic-owned firms, percent, 2007	8.3%	16.5%
Women-owned firms, percent, 2007	35.2%	30.3%
Manufacturers shipments, 2007 ($1000)	1,797,673	491,372,092
Merchant wholesaler sales, 2007 ($1000)	3,541,512	598,456,486
Retail sales, 2007 ($1000)	2,987,123	455,032,270
Retail sales per capita, 2007	$7,516	$12,561
Accommodation and food services sales, 2007 ($1000)	749,540	80,852,787

Geography QuickFacts	Oakland	California
Land area in square miles, 2010	55.79	155,779.22
Persons per square mile, 2010	7,004.0	239.1
FIPS Code	53000	6
Counties	Alameda County	

(a) Includes persons reporting only one race.

(b) Hispanics may be of any race, so also are included in applicable race categories.

FN: Footnote on this item for this area in place of data

NA: Not available

D: Suppressed to avoid disclosure of confidential information

X: Not applicable

S: Suppressed; does not meet publication standards

Z: Value greater than zero but less than half unit of measure shown

F: Fewer than 100 firms

Source: US Census Bureau State & County QuickFacts

Master List of
Evidence

Master List of Evidence (alphabetical order)

2012 Distance Education Results

2013-14 Annual Program Updates- Instruction

2013-14 Annual Program Updates- Student Services

2013-14 Organizational Chart

2014 Community College Survey of Student Engagement

2014-15 Integrated Planning and Budget Building Calendar

2014-2015 College Maintenance and Repairs Priority Needs List

2014-2015 Organizational Chart

2014-2015 Strategic Goals and Institutional Outcomes

2016-2021 Five Year Construction Plan

4050 Articulation

4230 Grading and Academic Record Symbols

4255 Dismissal and Readmission

5120 Transfer Center

5500 Student Standards of Conduct

5-year construction plan

A&R 13-14 APU

AACJC-Action-Letter-June-30-2011

Academic Conduct Policy

Academic Dishonesty

Academic Senate Agenda 9-18-14

Academic Senate Agendas and Minutes

Academic Senate Constitution

ACCJC Letter August 2014

ACCJC letter to COA

ACCJC Midterm Report 2012

ACCJC Special Report- April 2013

ACCJC Team Report 2009- Commendations

ACCJC-101510-FollowUp-Report-FINAL.pdf

ACCJC-District-and-College-Action-Letters-June-30-2009

ACCJC-Follow-Up-Report-to-PCCD-May-2012

ACCJC-letter-2-5-13

ACCJC-letter-7-3-13-College-of-Alameda-Removed-from-Warning

ACCJC-Peralta-Action-Letter-July-2-2012

ACCJC-Removal-from-Probation_College-of-Alameda

ACCJC-Request-for-Special-Report-on-Audit-Findings-November-18-2009.pdf

Accreditation Webpage

Accreditation_Response_June_30_2010

Achievement Gap

Admissions

Alameda Promise

Alameda Promise Project

Annual Financial Audit documents

Annual Financial Audit Report- 2012

Annual Financial Audit Report- 2013

Annual Financial Audit Report-2011

Annual Financial Audit Reports

Annual Financial Reports

Annual Program Update Timeline 2014

Annual Program Updates (APU)

AP 200 Budget Management

AP 2300 General Accounting

AP 2345 Public Participation at Board Meetings

AP 2430 Delegation of Authority to the Chancellor's Staff

AP 2511

AP 2710 Conflict of Interest Disclosure

AP 2712 Conflict of Interest Code

AP 3250 Institutional Planning

AP 4020 Program, Curriculum, and Course Development

AP 4021 Program Discontinuance_Consolidation

AP 4022 Course Approval

AP 4025 Philosophy and Criteria for Associate Degree and General Education

AP 4100 Graduation Requirements for Degrees and Certificates

AP 4105 Distance Education

AP 4210 Student Learning Outcomes

AP 5050 Student Success and Support Program

AP 5500 Student Code of Conduct

AP 5530 Student Grievance Procedure

AP 5530 Student Rights and Grievance

AP 6200 Budget Management

AP 6300 General Accounting

AP 6330 Purchasing

AP 6340 Contracts

AP 6350 Construction

AP 6400 Audits

AP 6740 Citizens Oversight Committee

AP 6802

AP 7102 Faculty Diversity Internship Program

AP 7121 Faculty Hiring

AP 7123 Hiring Procedures for Regular Academic Administrators and Classified Managers

AP 7125 Hiring Acting and Interim Academic and Non-Academic Administrators

AP 7126 Management Performance Evaluations

AP 7380 Ethics

AP 7700 Whistleblower Protection

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Approved College Standing Committees

ARCC 2012

Articulation 13-14 APU

Articulation Officer Self Evaluation

Assessment 13-14 APU

Assessment Presentations

Assessment Validation English, math, ESL

ATLAS

Audit Report: http://web.peralta.edu/business/finance-contacts/annual-financial-reports/

Awards Granted- Certificates

Awards Granted-Degrees

Awards by Subject

Best Practices in Online Teaching, Learning Strategies and Pedagogy-Fall 2014

Block Schedule Focus Group Summary

Board Agenda- January 21, 2014

Board Agenda- March, 26 2013

Board Agendas- 2011-12

Board agendas, minutes, and documents

Board Meeting Minutes- June 2014

Board Minutes, 10-8-13

Board Minutes, 1-21-14

Board Minutes, 3-25-14

Board Minutes, 5-13-14

Board Minutes, 6-24-14

Board Minutes, 6-25-13

Board Minutes, 7-15-14

Board Minutes, 7-16-13

Board of Trustees Website

Board Policies

Board Policies and Administrative Procedures (BP & AP)

Board Policies and District Administrative Procedures Manual

Board Presentation 9 – 9 -14

BP 1.01 District Mission

BP 1200 Mission

BP 200 Budget Preparation

BP 2010 Board Membership

BP 2015 Student Board Members
BP 2100 Board Elections
BP 2200 Board Duties and Responsibilities
BP 2210 Officers
BP 2220 Committee of the Whole
BP 2310 Regular Meetings of the Board
BP 2315 Closed Sessions
BP 2330 Quorum and Voting
BP 2340 Agenda Development and Posting
BP 2345 Public Participation at Board Meetings
BP 2360 Minutes and Recording
BP 2410 Board Policy and Administrative Procedure
BP 2430 Delegation of Authority to the Chancellor
BP 2431 Chancellor Selection
BP 2432 Chancellor Succession
BP 2435 Evaluation of the Chancellor
BP 2435 Evaluation of the Chancellor
BP 2510 Participation in Local Decision Making
BP 2710 Conflict of Interest Disclosure
BP 2715 Code of Ethics and Standards of Practice
BP 2740 Board Education
BP 3100 Organizational Structure
BP 4030 Academic Freedom
BP 4210 Student Learning Outcomes
BP 6200
BP 6300 Fiscal Management
BP 6320 Investments
BP 6340 Contracts
BP 6740 Citizens Oversight Committee
BP 6800 Safety
BP 7100 Commitment to Diversity
BP 7120 Recruitment and Hiring
BP 7210 Academic Employees
BP 7210 Recruitment and Hiring
BP 7230 Classified Employees
BP 7240 Confidential Employees
BP 7250 Academic Admin
BP 7260 Classified Managers
BP 7380 Code of Ethics
BP 7380: Ethics, Civility, and Mutual Respect
BP 7700 Whistleblower Protection

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CCLC Board Governance Education Program

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COA Follow Up Report

COA Goals and Objects 2014-15

COA_Accreditation_Followup_Report_FINAL_March_15_10

COA_Final_Follow_Up_Report_October_15_2010

COA_Follow_Up_Report_May_20_2011

College 2014/15 Resources Request and Prioritization Timeline

College Catalog- 2014-15

College Committee Structure

College Council

College Council Agendas- 2014

College Council Re-Alignment: 2014

College Council Resource Request: 2014-15

College Council, Minutes, October 2014

College Decision Making Process: 2014

College Departments and Programs

College emergency operations plan

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College of Alameda Accreditation

College of Alameda Action Priorities

College of Alameda Cougar Village Expansion

College of Alameda Educational and Facilities Master Plan

College of Alameda Educational Master Plan

College of Alameda Mission Statement

College of Alameda Self Study Report 2009

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College Technology Committee webpage

College Webpage- Mission

College-of-Alameda-Follow-Up-Visit-Team-Report-April-2013

Corrective Action Matrix 9/21/14

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DGS Comprehensive Program Review

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District ADA Improvement Project - Example

District Administrative Procedures 2712 Conflict of Interest Code

District Administrative Procedures: 2710 Conflict of Interest Disclosure

District Budget Allocation Model

District Budget Allocation Model- 2014

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District CTE Committee Composition

District CTE Committee Mission, Structure, and Scope

District Curriculum Approval Handbook

District Distance Education

District Distance Education Webpage

District Education Committee Minutes

District Educational Services

District Emergency Response

District General Services- Measures A and E

District Help Desk

District Institutional Research Office

District Integrated Educational and Facilities Master Plans

District Mission Statement

District Office of Human Resources

District Office of Institutional Research

District Planning and Budget Council

District Planning Timeline

District Safety Committee

District Service Centers Survey

District Strategic Goals

District Strategic Goals and Institutional Objectives- 2014- 15

District Strategic Plan

District Surveys

District Technology Plan

District Unit Plans: Chancellor's Office;

District-wide Strategic Plan

DSPS 13-14 APU

e-Counseling

Educational and Facilities Master Plans – 2014 Draft COA

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Enrollment by Ethnicity

Enrollment by Gender

Enrollment by Race

Enrollment by Zip Code

Enrollment Demographics- Distance Education Status

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Facilities Committee Agenda

Faculty Diversity Internship Website

Faculty Evaluations Policies and Procedures Handbook

Faculty Library Survey Fall 2007

Fall 2014 Schedule of Classes

Final-CoA-Follow-Up-Report 3-15-13

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Flea Market License Agreement

Flex Day presentation, Accreditation, August 2014

Flex Day presentation, State of the College, August 2014

Flex Day, Fall 2013

Flex Day, Spring 2014

FLEX Program

Follow-up-report-and-documentation-March-15-2012

Follow-up-report-documentation-April-1-2011

Gainful Employment

GASB 45 – Peralta Retirement Board

General Services

HR Forms

http://alameda.peralta.edu/camedia/President-Office-Organizational-Chart-2014-15.pdf

http://alameda.peralta.edu/planning-documents/files/2014/10/Student-Activities-and-Campus-Life-APU.pdf

Human Resources

Human Resources and Employee Relations

I.O.U.E. Local 39, Article

IEC Agendas and Minutes

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Institutional Effectiveness Committee - Membership

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Integrated Planning Model Schematic 2009

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January-2011-Commission-Letter-and-Follow-up-Visit-Report-ACCJC-letter-2-14-11

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Leadership and Governance

Learning Assistance faculty Self Evaluation

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Learning Resource Center Annual Program Update (2013-2014)

Learning Resource Center Program Reviews (2012)

Learning Resource Center Webpage

Learning Resources Center Unit Plan Fall 2008

Lenovo Configuration and Pricing

Librarian Self Evaluation

Library Annual Program Update (2013-2014)

Library Annual Program Update (2011-2012)

Library Annual Program Update (2010-2011)

Library Catalog

Library Collection Outcomes

Library Database Page

Library Information Studies Learning Outcomes- Spring 2012

Library Instructional SLO Assessments 2007

Library Newsletters

Library Planning Documents

Library Planning Documents – Library Homepage, Handouts & Style Guides

Library Planning Documents- Funding

Library Program Review

Library Program Review, 2012

Library Service Outcomes

Library Statistical Report 2006-07

Library Statistics- Circulation

Library Statistics- Collection

Library Statistics- Reference

Library Statistics- Services

Library Statistics- Staffing

Library Technology Outcomes

Library Technology Plan 2009

Library Webpage

License Agreement for the College of Alameda Baseball Field

License Agreement for the use of College of Alameda Soccer Fields

LRNRE 501 Course Outline of Record

Management Evaluation Procedures

Management Workshop Agenda 7-22-14

Math Cohort Analysis

Matriculation Handbook

Matriculation 13-14 APU

Matrix for District and College IT responsibilities

Measure A

Measure A and E Status Reports

Measure A Audit Reports

Measure A Committee Membership

Measure A Financial and Performance Audit

Measure A Overview

Measure B

Measure B language
Media Release- September 4, 2014
Memorandum of Understanding between Asian Health Services and Peralta Community College District
Memorandum of Understanding between Asian Health Services and Peralta Community College District
Men of Color Initiative (Brotherhood)
Minimum Qualifications
Mission Statement
Moodle Resources
Neuberger Berman Investment Performance Update
New Student Orientation
November 2013 Board Study Session
Nurse Self Evaluation
Object Codes Guidelines
Objectives
Office of Risk Management
Online Schedule of Classes
Online Teaching Certificate
Open Gate
Open Textbook Resources
Participation and Proportionality in College Service Area, by Race within Gender-Age Groups
Pathways to Law School Program
PBC Agendas
PBC Documents- 2014
PBC Meeting Minutes- October 25, 2013
PBC Minutes- January 31, 2014
PBC Minutes March 2013
PBC Minutes- March 28, 2014
PBC Minutes May 9, 2014
PBIM Assessment Summary, 8-8-14
PBIM Committee Flowchart
PBIM Documents
PBIM FLEX Day Presentation
PBIM Flex Day Presentation Fall 2014
PBIM Overview 2014
PBIM Overview-2014
PBIM Summit Presentation
PBIM-Overview-2014
PCCD Actuarial Study of Retiree Health Liabilities
PCCD EEO Plan
PCCD Final Budget-2014-15
PCCD Mission Statement

PCCD Tentative Budget- 2014-15
Persistence Fall to Spring
Peralta Accountability for Student Success Program
Peralta CCD – OPEB Substantive Plan, December 2012
Peralta Program and Course Approval Process Manual
Peralta-4-1-13-Special-Report-to-ACCJC-Final
Peralta-CCD-Follow-Up-Report-May-20-2011-ACCJC
PFT Side Letter
Planning and Budget Integration
Planning and Budgeting Council
Planning and Budgeting Integration Model
Planning Documents
Planning Handbook 2014
President's Flex Day Presentation
President's Flex Day Presentation: Fall 2014
Priority A, B, C Projects
Program and Course Approval Process Manual for Faculty and Administrators
Program Review Summary- 2010-11
Program Review Summary- 2011-12
Prop 39 Update to PBC
PS Usage Modules
Purchasing procedures and Accounts Payable procedures
Registration and Enrollment
Resources for Academic Integrity
Resources for Handling Student Code of Conduct
Retention Rates
Retirement Board
Sample Advisory Board: Apparel Design and Merchandising
Sample College Schedule Review Timeline-SP15
Sample Course Outline of Record- SOC120
Sample DE Addendum- HIST2B
Sample District Schedule Production Timeline-SP14
Sample of Senior Staff meeting agenda
Sample Program Description Catalog- Mathematics
Sample Program Description for Website- Astronomy
Sample Staff Development Request
Sample Syllabus
SEIU Local 1021, Article V.
Special library studies 2006, 2007
Special-report4-01-10
Spring 2014 Intersession Report

Staff Development

Standard and Poor's Report- 2011

Standing Committee and Integrated Planning

Standing Committee Structure 2014 – 2015

Student Learning Outcomes

Student Services Division Organizational Chart

Student Services Program Reviews

Student Services;

Student Services Year End Report 2012

Student Success and Support Program Subcommittee

Student Success Scorecard

Student Success Scorecard Presentation

Student Support Services

Student Survey Fall 2013

Success Rates

Survey of Student Engagement

System Development Lifecycle Methodology Technology Plan

Task stream

Team Evaluation Report

   Telephone, Computer, Network, and Electronic Mail Guidelines

The COA Library & Online Library Book Club is on Facebook

Timeline for 2014 Assessment Validity Report

Transfer Center 13-14 APU

Transfer Center Flyer- August 2014

Transfer Center Website:

Urban Center for Entrepreneurship and Innovation

Using Moodle

Veteran's Affairs 13-14 APU

Virtual Reference

Wellness Services 13-14 APU

Working Groups

www.ASSIST.org

www.industrious.com

www.studentloans.gov