Introduction and Overview

COLLEGE OF
ALAMEDA

Foreword: Major Developments since the Last Self-Evaluation

College of Alameda supports student success by empowering students with the values, knowledge, and skills to succeed in becoming engaged global citizens. These qualities enable them to be involved in the creation of a future that is socially just, economically viable, ecologically sound, and promotes a healthy quality of life and holistic well-being.

We assess the achievement of our goals in the success of our students when they are able to apply what they learn in the classroom to the efforts needed to achieve their academic, professional, and personal aspirations!

College of Alameda has been actively engaged in the accreditation process since the last accreditation team's site visit in March 2009, completing four progress reports (in March 2010, October 2010, March 2011 and March 2013) as well as a Midterm Progress Report in March 2012.

The College strives to continuously reflect and improve. During the current accreditation cycle the college has significantly advanced in targeted areas. A thematic description and timeline is articulated below:

Board Policies and Administrative Procedures

Academic Year	*Activity*
2011-12	Adopted Board Policy 2410 Board Policy and Administrative Procedure outlining the process for ongoing review of Board Policies (BP) and Administrative Procedures (AP)
2011-12 – present	Followed the policy of review which is based upon recommendations from the California Community College League
2011-12 – present	Revised and updated 138 Board Policies
2011-12 – present	Revised and updated 142 Administrative Procedures
2013-14	Delineations in the PCCD Function Map revised

Integrated Planning, Budgeting and Resource Allocation

Academic Year	Activity
2010 - 11	Development of the PCCD Budget Allocation Model (BAM) by the Planning and Budgeting Council (PBC)
2011-12	Review and revision of the BAM for allocations for Non-Res Students
2012-13	Review and revision of the BAM for multi-year IT expenditure planning
2013-14	Review and revision of the BAM for facility, maintenance, and operation expenditure planning
2014 – present	Review of the BAM for allocation of Total FTES rather than RES FTES

Participatory Governance

Academic Year	Activity
2009-10	Development and Implementation of the Planning and Budgeting Integration Model (PBIM) of District-wide participatory governance process
2010-11	Evaluation and improvement of the PBIM process
2011-12	Evaluation and improvement of the PBIM process
2012-13	Evaluation and improvement of the PBIM process
2013-14	Evaluation and improvement of the PBIM process. Restructuring of committee memberships

2014 - present	Enhancement of the PBIM process linking committee goals to PCCD Strategic Planning Goals and Institutional Objectives

Strategic Planning

Academic Year	*Activity*
2008-09	Development of the PCCD Strategic Plan
2010-11	District-wide Strategic Plan Update
2011	Review and Revision of the PCCD Mission Statement
2011-12	District-wide Strategic Plan Update
2012-13	District-wide Strategic Plan Update
2013-14	District-wide Strategic Plan Update
2014	Review and revalidation of the PCCD Mission Statement
2014	Review and revision of PCCD Strategic Goals and Institutional Objectives
2014- present	Comprehensive review and revision of the PCCD Strategic Plan

Technology

Academic Year	Activity
2010-11	Development and implementation of PeopleSoft Resolution Teams to identify and monitor resolution of critical issues
2011-12	IT Strategy for 2012 – 2015 developed
2012-13	Hired a Director of Enterprise Services to manage the PeopleSoft system
2012-13	Trust accounts and agency funds moved from the Legacy system into PeopleSoft
2013-14	PeopleSoft Human Resources module upgraded
2013-14	PeopleSoft Student Finance module upgraded to include the Electronic Content Management feature
2014 – present	PeopleSoft Student Financial Aid module implemented

Student Learning Outcomes

Academic Year	Activity
2008	Ongoing since 2008, faculty, staff, students, and administrators representative of Instruction, Student Services, and Administration related units participate in a cross-discipline, cross-services, approach to assessment of their respective programs, courses, certificates, degrees, and services areas.
2009	The College began using the TaskStream database that includes course and program SLO's, an Assessment Plan, Assessment Findings, and changes made

	as a result of the findings
	Student learning outcomes and authentic assessment are fully implemented across the campus and opportunities for both unintentional (meetings and other gatherings) and intentional (planned TaskStream and other workshops).
2010	The College Institutional Effectiveness Committee developed and implemented an annual strategy. Through the extremely competent faculty-driven leadership and work of the IEC SLO assessment was woven into the fabric of the College.
2011	The College's Interim Vice President of Instruction led non-instructional units (Office of the President, Office of the Vice President of Instruction, Office of the Vice President of Student Services, and Business Office) in developing their student learning outcomes, visual map depictions of their units, and in identifying key assessment points to measure how well they are meeting their SLO's. The College review previous Institutional Level Outcomes (ILO) and adopted four ILO's, which were placed on a three-year review cycle.
2012	All active courses at College of Alameda have SLOs and have been entered into TaskStream. Faculty and pertinent student service areas are assuring that course student learning outcomes are aligned with degree student learning outcomes by means of using a feedback loop method for assessing and reassessing alignment of ILO's, PLO's, and SLO's and the course level. The College is very proud of its progress to reach the completion of 100% of its SLO's and of its assessment plans.
2013	The College achieved proficiency status by ACCJC. Departments continued to access their student learning outcomes, document results, and make improvements.
2014	The College reaffirmed its ILO's, in conjunction with the Mission, Vision, and Value Statements. Comprehensive assessment reports exist through the College's use of TaskStream as a means for compiling, documenting, and showing alignment with course, program, and institutional level student learning outcomes. Those course and programs that have completed their comprehensive assessment reports are updating their data on a regular basis. The College's ILO's, SLO's, and assessment practices, in addition to its program review and unit planning processes have accelerated with purpose and attention to meaningful dialogue among all constituencies. The College of Alameda continues to create and refine a "data-driven environment in which continuous assessment is used as a vehicle for institutional improvement."

Leadership Capacity

The College has made significant strides in stabilizing senior leadership positions and increasing capacity with the institution of department chairs. During this accreditation cycle, the College has had 3 Presidents, 5 Vice-Presidents of Instruction, and 2 Vice-Presidents of Student Services. The College anticipates all senior leadership positions will be permanently filled by the visiting team visit in March 2015. Below is the status of the senior leadership positions:

| Position	Status
President; Dr. Eric Gravenberg	Interim-2013+; Finalist Open Forums-November 6, 2014
Vice-President, Student Services; Dr. Alexis Montevirgin	Permanent
Vice-President, Instruction; Timothy Karas	Permanent
Director of Business & Administrative Services; MaryBeth Benvenutti	Permanent
Dean, Division I; Dr. Charlene Perlas	Permanent
Dean, Division II; Myron Jordan	Interim 2014+; Interview processes underway
Dean, Special Programs; Toni Cook	Permanent
Dean; Enrollment Services; Dr. Amy Lee	Permanent
Director, Student Life; Luis Escobar	Permanent

History and Demographics

**HISTORY, DEMOGRAPHICS & STUDENT OUTCOMES: PORTRAIT OF THE INSTITUTION**

I.   **History**
II.   **Demographics**
    a.   **Enrollment relative to the College's Communities: 2013-2014**
    b.   **Enrollments by Gender, Age and Race/Ethnicity: 2008-2013**
    c.   **Headcounts and FTES: 2008-2013**
    d.   **Enrollments by Full- and Part-time Status and by Program Status: 2008-2013**
    e.   **Language and Special Student Populations: 2013-2014**
III.   **Student Educational Goals and Pathways**
    a.   **Where do our Students Plan to Go, and Where do they Go?: Transfer, Degree, Award numbers**
    b.   **What do Students have to Say about Their Experiences at COA?: CCSSE**

I.   HISTORY

College of Alameda (COA) is one of the four accredited Peralta Community Colleges. The Peralta Community College District, primarily serving the residents of Alameda, Albany, Berkeley, Emeryville, Oakland and Piedmont, was established in 1964 by a vote of the residents to join in establishing a single community college district. The new district was named after Sgt. Luis Maria Peralta, who was granted 44,800 acres (that now encompass the six cities) in August 1820. From the outset, it was determined that the existing campuses, as well as future campuses, would become comprehensive colleges, offering occupational and liberal arts courses.
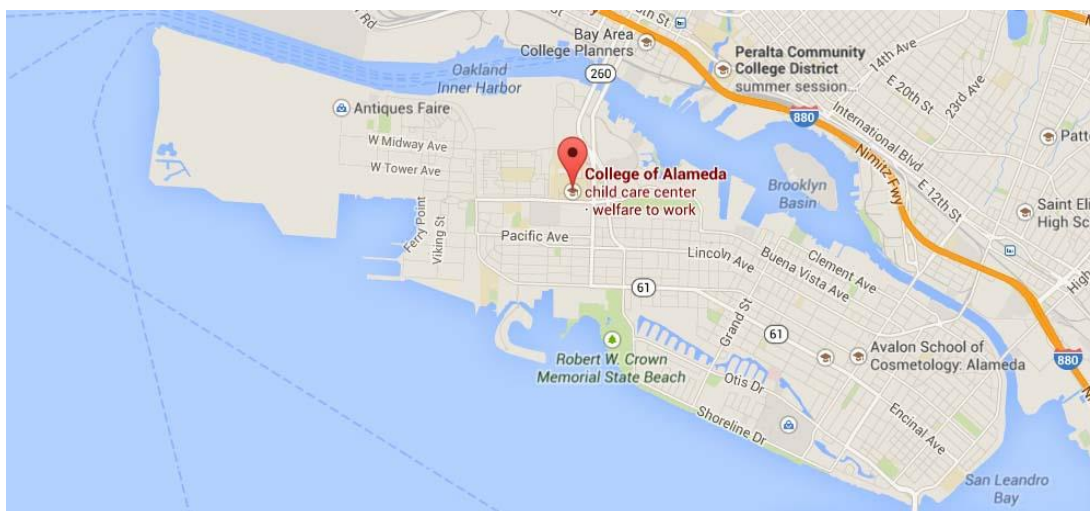
College of Alameda opened in 1970 after two years of offering classes in the historic Alameda high school on Central Avenue in downtown Alameda. It is located on a 62 acre campus at the corner of Webster St. and Ralph Appezzato Memorial Parkway in the city of Alameda. The College's Aviation Maintenance program is located on a 2.5 acre site on Harbor Bay Parkway, adjacent to Oakland International Airport's North Field. The college also has a building at 860 Atlantic Ave. which it shares with Merritt College and which houses science classes and laboratories.
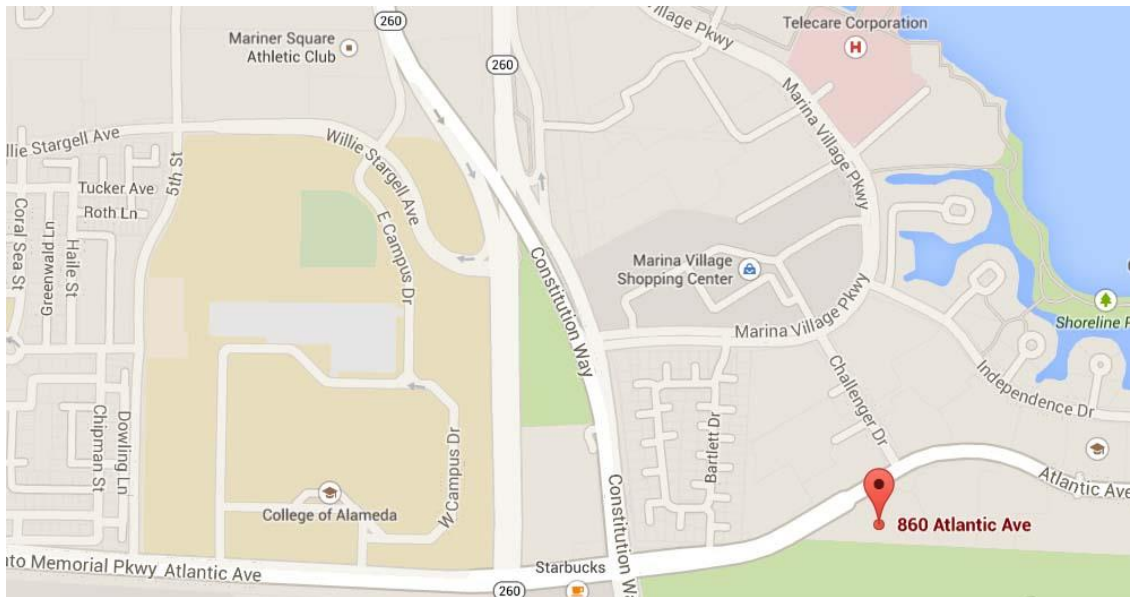
The college, including its two off site facilities, is conveniently located on bus routes and is accessible by car from Oakland through the Posey tube or via the Park St. and High St. bridges.
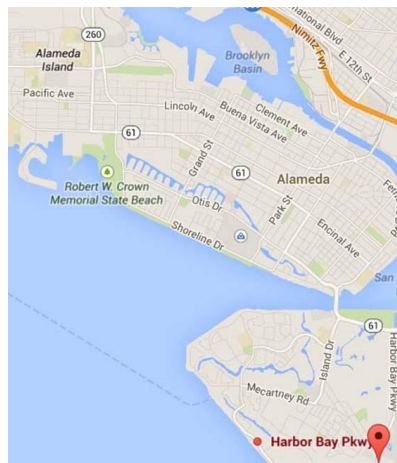
As a publicly-supported two-year community college, one of the 112 California Community colleges, College of Alameda makes available lower division college level work at a moderate cost to students. Its unique career technical education programs make it a magnet for students from the greater Bay Area as well as the other Peralta colleges. Associate in Arts (AA) or Associate in Science (AS) degrees may be earned in many areas of liberal arts and occupational studies, with most credits earned transferable to the University of California, California State Colleges and Universities, and to other public and private four-year colleges and universities.

Small classes allow students to benefit from closer contact with instructors and fellow students, and to become more individually involved in campus life and student activities.

The college shares with the other three Peralta colleges a commitment to its community which has shown its support by the approval, since 1970, of construction bonds that have contributed to improvements in the buildings and land and the creation of a baseball field, track, and tennis courts. The most recent, measure A (passed 2006), has funded and will soon be the means to replace the C and D buildings. Measure B, a parcel tax, was passed by the voters in June 2012 to expand educational offerings by the colleges.

Since 1996, when the Naval base was closed, the college has worked with the city of Alameda to develop this part of the island. The city of Alameda leases the baseball field and various community groups and secondary institutions lease the track and tennis courts. The Alameda Science and Technology Institute, an early college high school, operates on the campus, as does the One Stop Career Center, an Alameda Workforce Investment Board facility.

II.   DEMOGRAPHICS: COA & the Community

The College of Alameda is a lively campus with broad and diverse demographics that reflect the demographics of the surrounding cities we serve. Detailed demographic data is available on the following reports: Enrollment by Zip Code, Enrollment by Gender, Enrollment by Race, Enrollment by Age, Enrollment by Ethnicity, Course Completion Data, Course Success Data, Transfer Data, Persistence Fall to Spring, Awards by Subject, Awards granted-Degrees, and Awards Granted- Certificates.

i.   Enrollment by Ethnicity, Age, and Gender

The tables below provide snapshots that highlight the diversity of our student population, as well as track the enrollment and demographic shifts that have occurred since the last self-study.

In general, COA students are 29 years of age or younger (72% in Fall 2013), slightly predominantly female (52% in Fall 2013), and predominantly Asian or African American (these are by far the two highest represented ethnic groups – together, Asians and African Americans make up 49% of the student population for Fall 2013). Enrollments by age group have held relatively steady within the age brackets, and overall (as illustrated below) have reflected the fluctuations in general enrollment at COA over the past 6 years, although by far the highest numbers remain in the 19-24 age group (47% of the overall student population in Fall 2013).

Ethnicity: Oakland and Alameda, 2010
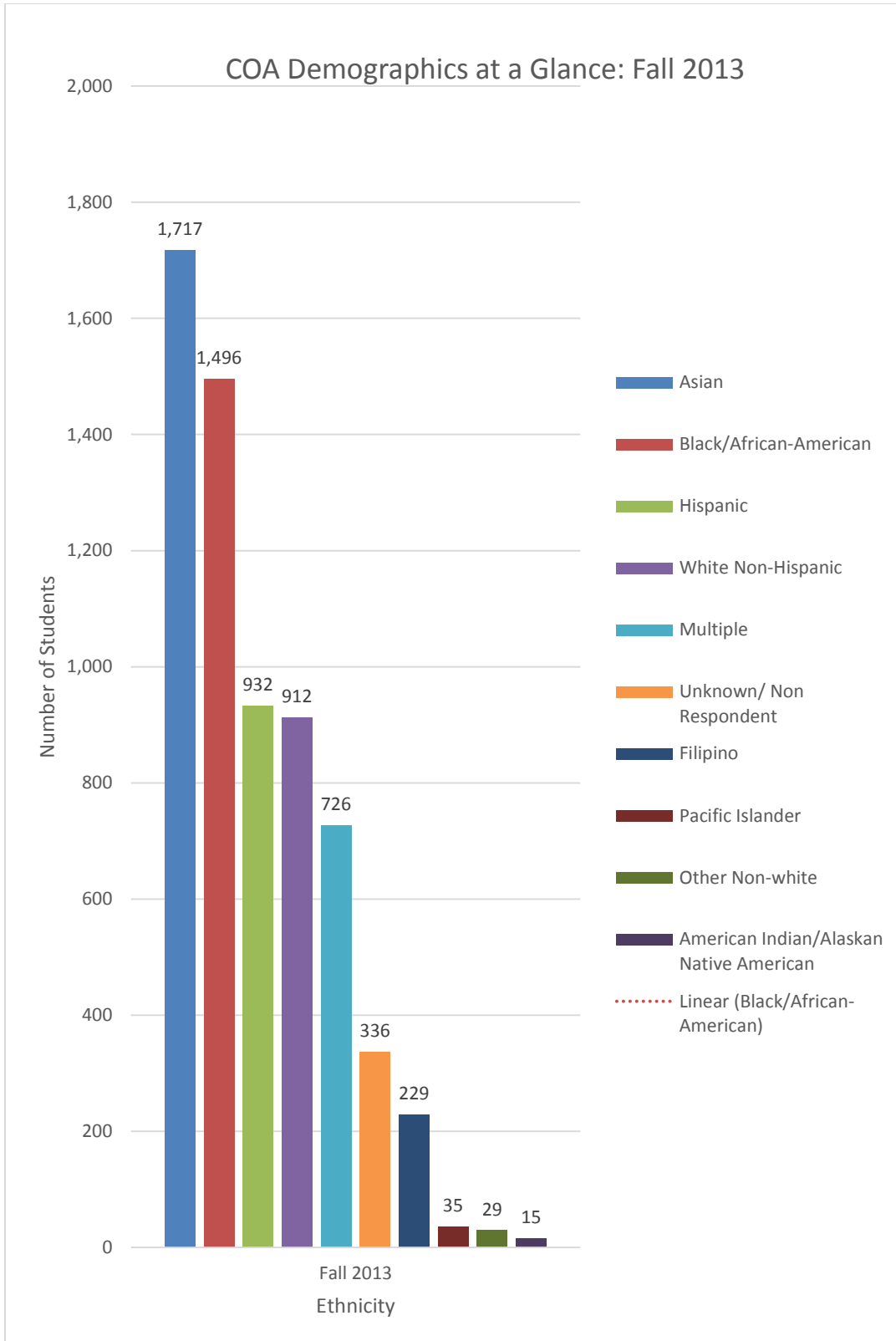
2010 Population estimate	Of 390,724	Of 73,812	Of 6,427
Ethnicity	2010: % of Cohort – Oakland	2010: % of Cohort - Alameda	2010: % of Cohort - COA
American Indian or Alaskan Native	0.3%	0.3%	0.4%
Asian	16.7%	30.9%	21.6%
Black/African-American	27.3%	6.1%	25.5%
Hispanic or Latino	25.4%	11%	12.3%
Native Hawaiian or Pacific Islander	0.5%	0.5%	2.9%
Two or More Races	3.6%	5.5%	5.9%
White	25.9%	45.3%	17.9%

Source: US Census Bureau, 2010, and PCCD Institutional Research Office.
Note: Oakland and Alameda are the two cities COA predominantly serves. 2010 data is chosen for sake of relevant comparison to the demographics of these populations. In Fall of 2010, Ethnicity of 12.6% of COA students is unknown. They may have declined to state.

Ethnicity	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
American Indian/ Alaskan Native American	39	.6%	39	.5%	27	.4%	17	.4%	17	.3%	15	.3%
Asian	2,204	24.5%	2,282	21.8%	2,086	21.6%	1,928	21.6%	1,803	21.7%	1,717	20.7%
Black/ African-American	1,655	26.5%	1,819	24.5%	1,650	25.5%	1,640	26.1%	1,396	25.1%	1,496	25.2%
Filipino	262	2.5%	264	2.1%	263	2.3%	250	2.2%	211	2.2%	229	3.5%
Hispanic	815	13.5%	845	11.5%	847	12.3%	808	12.9%	803	13.9%	932	15.2%
Multiple	148	2%	195	2.6%	395	5.9%	502	7.9%	613	10.1%	726	11.6%
Other Non-white	129	1.6%	126	1.4%	72	.9%	59	.7%	36	.5%	29	.3%
Pacific Islander	67	.7%	59	.6%	43	.6%	38	.5%	30	.5%	35	.5%
White Non-Hispanic	961	18.7%	1,014	15.5%	1,014	17.9%	1,007	17.9%	921	18.4%	912	18.5%
Unknown	544	9.4%	1383	19.7%	848	12.6%	679	10%	473	7.3%	336	5.4%
Grand Total	6,824		8,026		7,245		6,928		6,303		6,427	

Source: Gender, Age and Ethnicity, Fall 2008-2013: PCCD Office of Institutional Research.

COA Demographics at a Glance: Fall 2013

Number of Students

- Asian: 1,717
- Black/African-American: 1,496
- Hispanic: 932
- White Non-Hispanic: 912
- Multiple: 726
- Unknown/ Non Respondent: 336
- Filipino: 229
- Pacific Islander: 35
- Other Non-white: 29
- American Indian/Alaskan Native American: 15
- Linear (Black/African-American)

Fall 2013

Ethnicity

Age Group	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
16-18	559	8%	687	8.5%	603	8%	543	8%	488	8%	534	8%
19-24	2,983	44%	3,485	43%	3,407	47%	3,275	47%	2,950	47%	3,052	47%
25-29	1,146	17%	1,340	17%	1,122	15%	1,116	16%	1,050	17%	1,030	16%
30-34	602	9%	751	9%	687	9%	678	10%	596	9%	577	9%
35-54	1,211	18%	1,346	17%	1,161	16%	1,080	16%	956	15%	954	15%
55-64	222	3%	254	3%	192	3%	154	2%	167	3%	173	3%
65 & Above	63	.6%	65	.6%	36	.5%	26	.25%	28	.4%	35	.5%
Under 16	38	.4%	98	1.9%	37	.5%	56	.75%	68	1%	72	1%
Grand Total	6,824		8,026		7,245		6,928		6,303		6,427	

Source: Gender, Age and Ethnicity, Fall 2008-2013: PCCD Office of Institutional Research.

Gender	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
Female	3,765	55%	4,362	54%	3,687	51%	3,602	52%	3,326	53%	3,339	52%
Male	2,871	42%	3,393	43%	3,254	45%	3,025	44%	2,726	43%	2,830	44%
Unknown/Non-Respondent	188	3%	271	3%	304	4%	301	4%	251	4%	258	4%
Grand Total	6,824		8,026		7,245		6,928		6,303		6,427	

Source: Gender, Age and Ethnicity, Fall 2008-2013: PCCD Office of Institutional Research.

Total FTES - Alameda	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
FTES	1742.3269	1984.37	1799.89	1686.97	1491.49	1540.61

Source: PCCD Office of Institutional Research.

COA students are diverse in many ways, in addition to ethnically, by age, and where concerns sex and gender. College of Alameda students make a variety of choices and come to COA with a spread of educational goals. Many COA students work part-time or full-time outside of campus, and/or have significant family or caretaking responsibilities.

Source: PCCD Office of Institutional Research.

While the number of full-time students has declined over the past 6 year period, the number of part-time students has held steady, and the percentage of part-time students at COA has grown proportionately to the total population. This is something to consider as we move forward and continue to implement our planning cycles.

Full/Part-time	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
Full-time	1,140	16.7%	1,393	17.4%	1,167	16.1%	1,040	15%	755	12%	834	13%
Part-time	5,684	83.3%	6,633	82.6%	6,078	83.9%	5,888	85%	5,548	88%	5,593	87%
Grand Total	6,824		8,026		7,245		6,928		6,303		6,427	

English as a Second Language

Alameda County has a significant population of bilingual residents whose first language is not English.

Foreign Born: Alameda County	
Foreign Born: 2008-2012 (Total)	30.6%

Source: U.S. Census Bureau (uses U.S. Census Bureau language)

English as a Second Language: Alameda County	
Spanish or Spanish Creole	16.7%
Other Indo-European languages	7.1%
Asian and Pacific Islander languages	18.0%
Other languages	1.1%
Speak a language other than English: 2008-2012 (Total)	42.8%

*Note: Both data sets for population 5 years and over.

While we do not have specific numbers as of yet on our international student population, we do have data tracking our ESL students' persistence and retention in ESL classes. As you can see, our ESL persistence and retention rates are high, with a mean for the last six years hovering around 90%.

Academic Year	08-09	09-10	10-11	11-12	12-13	13-14	Average 08-14
Completion rate (%)	89.1%	88.3%	92.8%	92.6%	92.3%	91.8%	91.2%

Source: BI Tool.

We also track productivity summaries for Non-resident students (those who are not residents of California). While we have a higher number of ESL students than non-resident students, there is some overlap here. Consistently, since 2008-2009 through the 2013-2014 Academic year, we have maintained a mean of about 200 non-resident students whose primary campus is Alameda. COA also serves many ESL and non-resident students who are primary students elsewhere in the District. This year, we opened a new ESL/Language Learning Lab and expanded academic support services related to language acquisition. This population of students is projected to grow.

Student Goals and Pathways

COA students enter with a broad array of goals, and choose many educational paths while studying here. The following table lays out COA students' self-reported goals upon entrance.

Educational Goal	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
4-year college student taking courses	1,035	15.2%	1,297	16.2%	1,281	17.7%	1,350	19.5%	1,130	17.9%	1,125	17.5%
Advance in current job/career	337	4.9%	385	4.8%	320	4.4%	282	4.1%	259	4.1%	277	4.3%
Complete credits for H.S. Dpl/GED	135	2%	136	1.7%	104	1.4%	107	1.5%	82	1.3%	77	1.2%
Discover Career Interests	246	3.6%	270	3.4%	191	2.6%	185	2.7%	159	2.5%	131	2%
Earn a vocational cert. w/out transfer	121	1.8%	143	1.8%	163	2.2%	166	2.4%	141	2.2%	142	2.2%
Educational Development	265	3.9%	307	3.8%	217	3%	179	2.6%	140	2.2%	149	2.3%
Improve basic skills (Eng, Rd, M)	208	3%	211	2.6%	190	2.6%	188	2.7%	153	2.4%	151	2.3%
Maintain certificate or license	113	1.7%	113	1.4%	124	1.7%	107	1.5%	80	1.3%	76	1.2%
Move from non-credit to credit courses	8	.1%	13	.2%	7	.1%	6	.1%	10	.2%	10	.2%
Obtain 2-year AA without transfer	370	5.4%	414	5.2%	415	5.7%	409	5.9%	392	6.2%	412	6.4%
Obtain 2-year Vocational Degree without transfer	73	1.1%	81	1%	87	1.2%	91	1.3%	71	1.1%	74	1.2%
Obtain AA – Transfer to 4-year	1,504	22%	1,820	22.7%	1,581	21.8%	1,662	24%	1,605	25.5%	1,788	27.8%
Prepare for new career	381	5.6%	409	5.1%	315	4.3%	273	3.9%	237	3.8%	230	3.6%
Transfer to 4-year without AA degree	820	12%	955	11.9%	972	13.4%	947	13.7%	987	15.7%	1,009	15.7%
Uncollected/unreported	145	2.1%	133	1.7%	86	1.2%	60	.9%	86	1.4%	27	.4%
Undecided on goal	1,063	15.6%	1,339	16.7%	1,192	16.5%	916	13.2%	771	12.2%	749	11.7%
Grand Total	6, 824		8,026		7,245		6,928		6,303		6,427	

Where do our Students Plan to Go, and Where do they Go?: Transfer, Degree, Award numbers

COA offers pathways toward each of the above stated goals. As the above table shows, the populations of students entering with the stated goal of obtaining an AA degree without transfer, obtaining a two-year vocational degree without transfer, and transferring to a four-year without an AA degree have all grown consistently over the past six year period. With this in mind, COA has been particularly focused on tracking our success rate in these areas.

CTE &
Non-CTE

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
48	59	88	57	84	76	84
147	146	197	159	172	180	206
195	205	285	216	256	256	290

Number of Transfers to UC and CSU

System	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13
UC	64	39	61	61	57	51	44	44	45	48	50
CSU	175	159	143	147	167	153	134	91	141	176	116
Total	239	198	204	208	224	204	178	135	186	224	166

Percentage Distribution of Transfers to UC and CSU

System	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13
UC	27%	20%	30%	29%	25%	25%	25%	33%	24%	21%	30%
CSU	73%	80%	70%	71%	75%	75%	75%	67%	76%	79%	70%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: PCCD Office of Institutional Research.

In 2012-2013, COA awarded almost 50% more AA degrees than in 2007-2008. Relative to the COA student population, the percentage of COA students completing AA degree's climbed by almost 3 percentage points.

The number of AA degree's awarded in both CTE and Non-CTE areas has risen since 2007-2008. COA awarded almost twice as many CTE degree's in 2013-2014 as in 2007-2008. The number of Non-CTE degree's awarded in 2013-2014 rose 30% from the number awarded in 2007-2008.

What do Students have to Say about Their Experiences at COA?: CCSSE

In April 2014, the Community College Survey of Student Engagement (CCSSE) was administered in selected classes. In analysis of the CCSSE, the survey administrators create benchmarks, complete with means and frequencies that aid in interpretation of collected data, and in the comparison of like institutions. The average (mean) for each benchmark is 50, with a standard deviation of 25.

COA's 2014 results can be compared with the results obtained from April 2007, which were included in the previous self-evaluation. The results of the 2014 CCSSE indicate that the College of Alameda is on track in terms of meeting both academic and social-emotional needs of the student population, both when compared to its performance in the past and when compared to like institutions today.

All Students – COA 2014	
Benchmark	**Score**
Active and Collaborative Learning	56.7
Student Effort	50.3
Academic Challenge	47.4
Student-Faculty Interaction	50.2
Support for Learners	53.0

In particular, COA students identified active and collaborative learning and support for learners as two areas that made COA an attractive campus to attend and a dynamic and effective learning environment. Support for learners was defined broadly by COA students to include faculty availability, student support services such as counseling and tutoring, and the general safety and friendliness of the campus. These are all areas in which COA students rated their experience high.

LIST OF EVIDENCE (in alphabetical order)

Awards by Subject
Awards Granted-Certificates
Awards Granted-Degrees
Course Completion Data
Course Success Data
Enrollment by Age
Enrollment by Ethnicity

Enrollment by Gender
Enrollment by Race
Enrollment by Zip Code
Persistence Fall to Spring
Transfer Data

Organizational Charts

PCCD ORGANIZATIONAL CHART (Managers) 2014-15

Revised – August 5, 2014
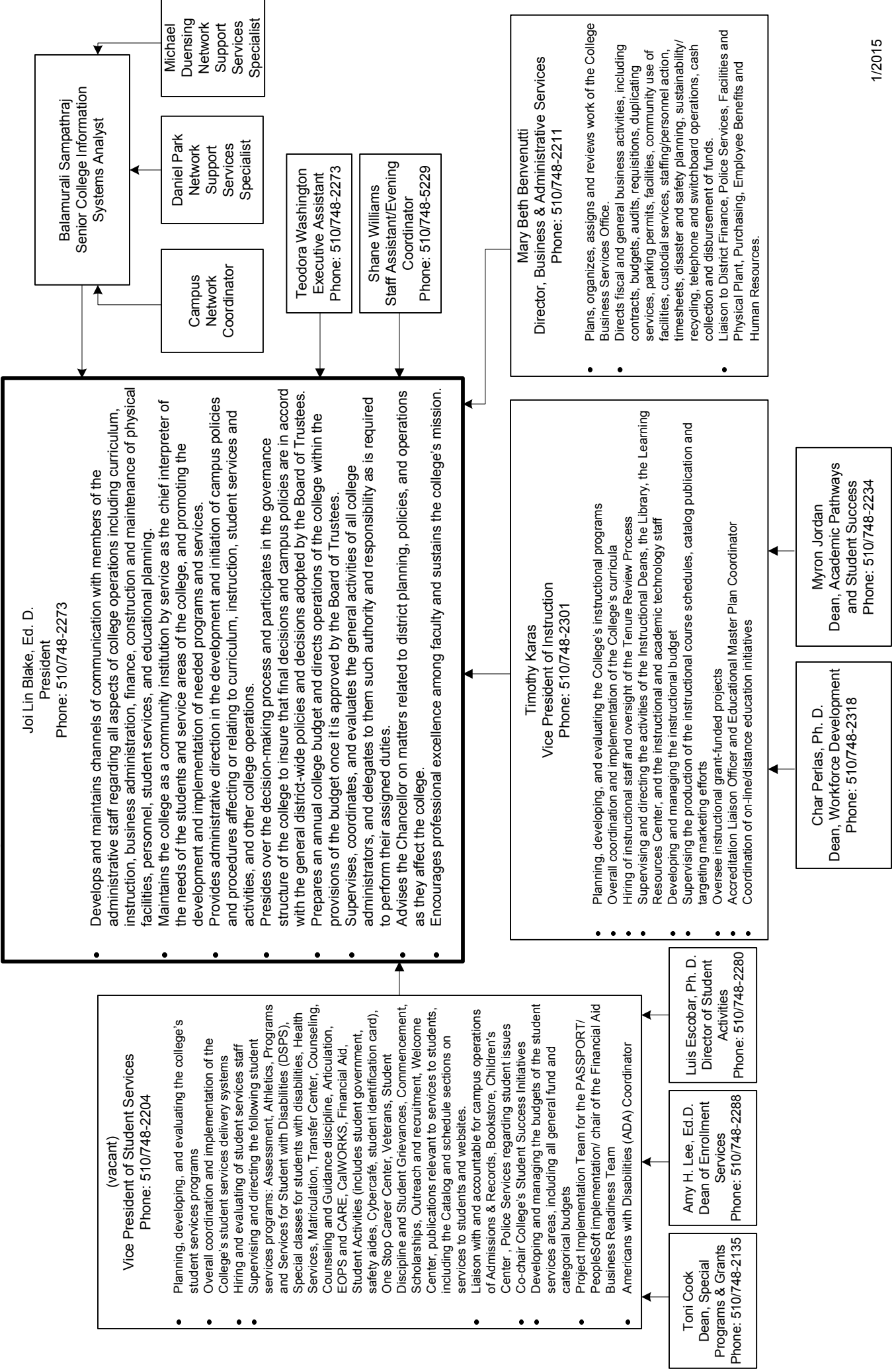
Peralta Community College District

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- *President Laney College* Dr. Elnora Webb
- *President College of Alameda* Dr. Eric Gravenberg (interim)
- *President Berkeley City College* Dr. Deborah Budd
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- *Director Institutional Research* Nathan Pellegrin
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- *Director of Development* Karen Engel

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- *Director Employee Relations & Diversity Programs* Chanelle Whittaker
- *Benefits Manager* Jennifer Seibert

Vice Chancellor General Services Dr. Sadiq Ikharo
- *Director Facilities and Operations* Brian Adair
- *Director Capital Projects*
- *Facilities Projects Managers (2)*
- *Moving Manager*
- *Facilities Planning and Development Manager* Atheria Smith
- *Project Design Manager*
- *Energy & Environmental Sustainability Manager* Charles Neal

Director Risk Management Greg Valentine

Vice Chancellor Finance and Administration Susan Rinne (interim)
- *Director Fiscal Services* David Yang
- *Budget Director* Sui Song (interim)
- *Payroll Manager* Fred O'Yang
- *Purchasing Director* Marie Hampton
- *Internal Auditor* Tom Wong

Associate Vice Chancellor Information Technology Calvin Madlock
- *Director Enterprise Services* Ranell Holmes
- *Director Technology Services* Michael Dioquino

Police Services

COLLEGE OF ALAMEDA
Office of the President
Organizational Chart 2014-15

COLLEGE of ALAMEDA

1/2015

Joi Lin Blake, Ed. D.
President
Phone: 510/748-2273

- Develops and maintains channels of communication with members of the administrative staff regarding all aspects of college operations including curriculum, instruction, business administration, finance, construction and maintenance of physical facilities, personnel, student services, and educational planning.
- Maintains the college as a community institution by service as the chief interpreter of the needs of the students and service areas of the college, and promoting the development and implementation of needed programs and services.
- Provides administrative direction in the development and initiation of campus policies and procedures affecting or relating to curriculum, instruction, student services and activities, and other college operations.
- Presides over the decision-making process and participates in the governance structure of the college to insure that final decisions and campus policies are in accord with the general district-wide policies and decisions adopted by the Board of Trustees.
- Prepares an annual college budget and directs operations of the college within the provisions of the budget once it is approved by the Board of Trustees.
- Supervises, coordinates, and evaluates the general activities of all college administrators, and delegates to them such authority and responsibility as is required to perform their assigned duties.
- Advises the Chancellor on matters related to district planning, policies, and operations as they affect the college.
- Encourages professional excellence among faculty and staff and sustains the college's mission.

Balamurali Sampathraj
Senior College Information
Systems Analyst

Michael Duensing
Network Support Services Specialist

Daniel Park
Network Support Services Specialist

Campus Network Coordinator

Teodora Washington
Executive Assistant
Phone: 510/748-2273

Shane Williams
Staff Assistant/Evening Coordinator
Phone: 510/748-5229

Mary Beth Benvenutti
Director, Business & Administrative Services
Phone: 510/748-2211

- Plans, organizes, assigns and reviews work of the College Business Services Office.
- Directs fiscal and general business activities, including contracts, budgets, audits, requisitions, duplicating services, parking permits, facilities, community use of facilities, custodial services, staffing/personnel action, timesheets, disaster and safety planning, sustainability/recycling, telephone and switchboard operations, cash collection and disbursement of funds.
- Liaison to District Finance, Police Services, Facilities and Physical Plant, Purchasing, Employee Benefits and Human Resources.

Timothy Karas
Vice President of Instruction
Phone: 510/748-2301

- Planning, developing, and evaluating the College's instructional programs
- Overall coordination and implementation of the College's curricula
- Hiring of instructional staff and oversight of the Tenure Review Process
- Supervising and directing the activities of the Instructional Deans, the Library, the Learning Resources Center, and the instructional and academic technology staff
- Developing and managing the instructional budget
- Supervising the production of the instructional course schedules, catalog publication and targeting marketing efforts
- Oversee instructional grant-funded projects
- Accreditation Liaison Officer and Educational Master Plan Coordinator
- Coordination of on-line/distance education initiatives

Char Perlas, Ph. D.
Dean, Workforce Development
Phone: 510/748-2318

Myron Jordan
Dean, Academic Pathways and Student Success
Phone: 510/748-2234

(vacant)
Vice President of Student Services
Phone: 510/748-2204

- Planning, developing, and evaluating the college's student services programs
- Overall coordination and implementation of the College's student services delivery systems
- Hiring and evaluating of student services staff
- Supervising and directing the following student services programs: Assessment, Athletics, Programs and Services for Student with Disabilities (DSPS), Special classes for students with disabilities, Health Services, Matriculation, Transfer Center, Counseling, Counseling and Guidance discipline, Articulation, EOPS and CARE, CalWORKS, Financial Aid, Student Activities (includes student government, safety aides, Cybercafé, student identification card), One Stop Career Center, Veterans, Student Discipline and Student Grievances, Commencement, Scholarships, Outreach and recruitment, Welcome Center, publications relevant to services to students, including the Catalog and schedule sections on services to students and websites.
- Liaison with and accountable for campus operations of Admissions & Records, Bookstore, Children's Center , Police Services regarding student issues
- Co-chair College's Student Success Initiatives
- Developing and managing the budgets of the student services areas, including all general fund and categorical budgets
- Project Implementation Team for the PASSPORT/PeopleSoft implementation/ chair of the Financial Aid Business Readiness Team
- Americans with Disabilities (ADA) Coordinator

Toni Cook
Dean, Special Programs & Grants
Phone: 510/748-2135

Amy H. Lee, Ed.D.
Dean of Enrollment Services
Phone: 510/748-2288

Luis Escobar, Ph. D.
Director of Student Activities
Phone: 510/748-2280

COLLEGE OF ALAMEDA
Office of Instruction
Organizational Chart 2014

Tim Karas
Vice President of Instruction
Phone: 748-2301

- Planning, developing, and evaluating the College's instructional programs
- Overall coordination and implementation of the College's curricula
- Hiring of instructional staff and oversight of the Tenure Review Process
- Supervising and directing the activities of the Instructional Deans, the Library, the Learning Resources Center, and the instructional and academic technology staff
- Developing and managing the instructional budget
- Supervising the production of the instructional course schedules, catalog publication and targeting marketing efforts
- Oversee instructional grant-funded projects
- Accreditation Liaison Officer and Educational Master Plan Coordinator
- Coordination of on-line/distance education initiatives
- Center for Applied Learning (CAL)

Kevin Tran
Staff Assistant
Phone: 748-2352

Min Wu
Academic Support Srvcs. Specialist
Phone: 748-2350

Lynn Torres
Curriculum Specialist
Phone: 748-5260

Frank Nguyen
Staff Assistant
Phone: 748-2300

ACCREDITATION
Phone: 748-5259

LEARNING RESOURCE CENTER/TUTORIAL & ASSESSMENT CENTER
Faculty Coordinator: Academic Labs
Trish Nelson
Learning Resource Center
Anna O'Neal – Tutorial Services Assistant
Phone: 748-2315
Caitlin Fischer – Instr. Asst.
Phone: 748-2307

LIBRARY

David Sparks – Head Librarian	Phone: 748-2253
Steve Gerstle – Librarian	Phone: 748-2398
Jane McKenna – Librarian	Phone: 748-2366

Library Technicians

Lili Tavassoli	Phone: 748-2251
Caitlin Gilbert	Phone: 748-2365
Glenda Gardner	Phone: 748-2252
Nikki Lee	Phone: 748-2122

Charlene Perlas
Dean, Workforce Development and Applied Sciences
Phone: 748-2318 D203

- Planning, implementing, and coordinating the development of the instructional program of Division I
- Developing and supervising the division's budget
- Participating in the hiring of adjunct faculty and classified staff for the division
- Assigning teaching loads of faculty and staff in the division
- Supervising the design of new curricular offerings
- Initiating the class schedule for the division
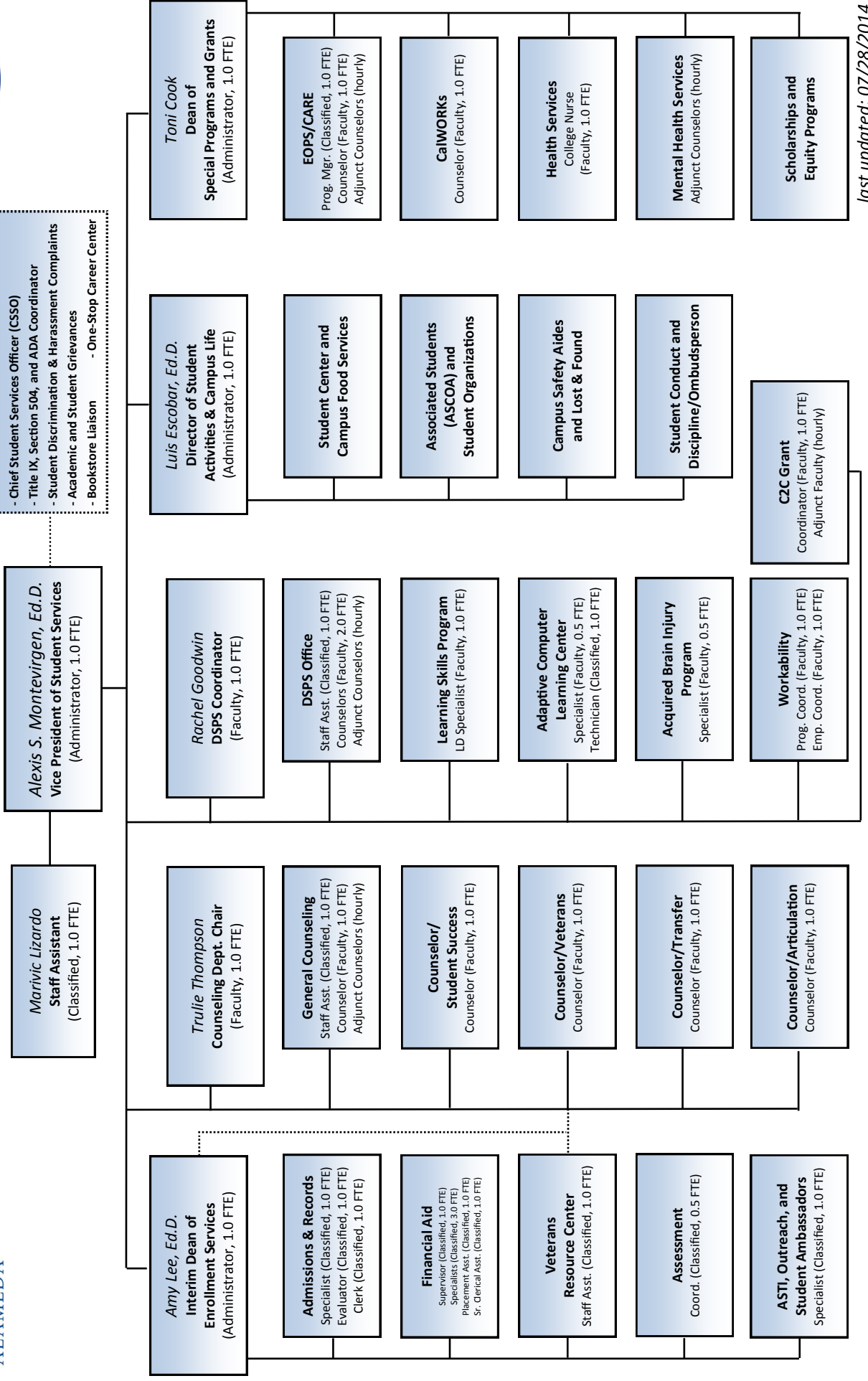- Assisting in the recruitment of students for the college
- Administration of various grants from government and private sources
- Managing CTE (Carl Perkins) funds and ensuring compliance with Federal and State regulations
- Working with Vocational Program Advisory Committees and other industry organizations to gain support for programs and on-going input on curriculum
- Coordination of college collaboration with Alameda Science and Technology Institute (Early College High School) and Oakland Aviation High School

Apparel Design & Merchandising	Computer Info Systems
Alameda Science & Tech. Inst. (ASTI)	Cooperative Work Experience Ed.
Astronomy	Dental Assisting
ATLAS Program	Deputy Sector Navigator Program
Auto Body & Paint	Diesel Mechanics
Auto Tech	Economics
Aviation Maint. Tech.	Geography
Aviation High School	Geology
Biology	Health Education & Occupation
Business	Physics
Chemistry	Trade & Logistics

Vacant
Dean, Academic Pathways and Student Success
Phone: 748-2234 D203

- Planning, implementing, and coordinating the development of the instructional program of Division II
- Developing and supervising the division's budget
- Participating in the hiring of adjunct faculty and classified staff for the division
- Assigning teaching loads of faculty and staff in the division
- Supervising the design of new curricular offerings
- Initiating the class schedule for the division
- Assisting in the recruitment of students for the college

African-American Studies	Humanities
Anthropology	Mathematics
Art	Mexican/Latin-American Studies
Asian/Asian-American Studies	Music
Chinese	Physical Education
Communication	Philosophy
Dance	Political Science
English	Psychology
English as a Second Language	Sociology
French	Spanish
German	Vietnamese
History	

COA Office of Instruction - Revised by K. Tran

College of Alameda
Office of Student Services
2014-2015

last updated: 07/28/2014

PERALTA COMMUNITY COLLEGE DISTRICT

COLLEGE OF ALAMEDA

Alexis S. Montevirgen, Ed.D.
Vice President of Student Services
(Administrator, 1.0 FTE)

Marivic Lizardo
Staff Assistant
(Classified, 1.0 FTE)

- **Chief Student Services Officer (CSSO)**
- Title IX, Section 504, and ADA Coordinator
- Student Discrimination & Harassment Complaints
- Academic and Student Grievances
- Bookstore Liaison   - One-Stop Career Center

Toni Cook
Dean of Special Programs and Grants
(Administrator, 1.0 FTE)

EOPS/CARE
Prog. Mgr. (Classified, 1.0 FTE)
Counselor (Faculty, 1.0 FTE)
Adjunct Counselors (hourly)

CalWORKs
Counselor (Faculty, 1.0 FTE)

Health Services
College Nurse
(Faculty, 1.0 FTE)

Mental Health Services
Adjunct Counselors (hourly)

Scholarships and Equity Programs

Luis Escobar, Ed.D.
Director of Student Activities & Campus Life
(Administrator, 1.0 FTE)

Student Center and Campus Food Services

Associated Students (ASCOA) and Student Organizations

Campus Safety Aides and Lost & Found

Student Conduct and Discipline/Ombudsperson

C2C Grant
Coordinator (Faculty, 1.0 FTE)
Adjunct Faculty (hourly)

Rachel Goodwin
DSPS Coordinator
(Faculty, 1.0 FTE)

DSPS Office
Staff Asst. (Classified, 1.0 FTE)
Counselors (Faculty, 2.0 FTE)
Adjunct Counselors (hourly)

Learning Skills Program
LD Specialist (Faculty, 1.0 FTE)

Adaptive Computer Learning Center
Specialist (Faculty, 0.5 FTE)
Technician (Classified, 1.0 FTE)

Acquired Brain Injury Program
Specialist (Faculty, 0.5 FTE)

Workability
Prog. Coord. (Faculty, 1.0 FTE)
Emp. Coord. (Faculty, 1.0 FTE)

Trulie Thompson
Counseling Dept. Chair
(Faculty, 1.0 FTE)

General Counseling
Staff Asst. (Classified, 1.0 FTE)
Counselor (Faculty, 1.0 FTE)
Adjunct Counselors (hourly)

Counselor/ Student Success
Counselor (Faculty, 1.0 FTE)

Counselor/Veterans
Counselor (Faculty, 1.0 FTE)

Counselor/Transfer
Counselor (Faculty, 1.0 FTE)

Counselor/Articulation
Counselor (Faculty, 1.0 FTE)

Amy Lee, Ed.D.
Interim Dean of Enrollment Services
(Administrator, 1.0 FTE)

Admissions & Records
Specialist (Classified, 1.0 FTE)
Evaluator (Classified, 1.0 FTE)
Clerk (Classified, 1.0 FTE)

Financial Aid
Supervisor (Classified, 1.0 FTE)
Specialists (Classified, 3.0 FTE)
Placement Asst. (Classified, 1.0 FTE)
Sr. Clerical Asst. (Classified, 1.0 FTE)

Veterans Resource Center
Staff Asst. (Classified, 1.0 FTE)

Assessment
Coord. (Classified, 0.5 FTE)

ASTI, Outreach, and Student Ambassadors
Specialist (Classified, 1.0 FTE)

Eligibility
Requirements

COLLEGE OF
ALAMEDA

Certification of Continued Institutional Compliance with Eligibility Requirements

1. Authority

College of Alameda has the authority to operate as a degree-granting institution based on its continuous accreditation by the Accrediting Commission for Community and Junior Colleges, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U. S. Department of Education. This authority is published on page 17 of the College Catalog and is on the College website [REF: College of Alameda Accreditation].

2. Mission

The current Mission-Vision-Values statement [REF: College of Alameda Mission Statement] was revised and board-approved in 2009 and most recently reaffirmed by the College in October 2014 [REF: President's Flex Day Presentation: Fall 2014; Minutes of College Council, October 2014)]. It is regularly revised to reflect the commitment of the College to meet the learning needs of the students and the community. The Mission-Vision-Values statement is found on pages 12 through 14 of the College Catalog and is posted on the College website. The College Mission-Vision-Values statement is congruent with the Mission of the District [REF: Board Policy 1.01, District Mission].

3. Governing Board

The Peralta County Community College District is governed by a Board of Trustees that consists of seven members elected by District area and two non-voting student trustees elected by the students of the four Colleges in the district. Trustees represent specific geographical areas of the District and are elected for four-year staggered terms. The student trustees serve a one-year term. The function of the Board is to determine policies, establish rules, regulations and procedures, and oversee the use of financial and other resources to provide a sound educational program consistent with the mission and goals of the District. The President of the Board of Trustees is one of the community-elected trustees selected by the trustees on an annual basis.

The Board of Trustees invites public input by publishing agendas for its meetings several days in advance of the meeting; agendas may be reviewed online or requested by phoning 510-466-7203. Every regular meeting agenda includes an item for Statements from the Public on Non-Agenda items.

The Peralta Community College Board of Trustees meets on the second and fourth Tuesdays of each month (with the exception of February, April and August) at 7:00 p.m. in the District Office Boardroom located at 333 East 8th Street, in Oakland, or as posted. The meetings are open to the public and are also televised on Peralta Colleges Television (PCTV), Cable Channel 27 in Alameda and Berkeley, and Cable Channel 28 in Emeryville, Oakland and Piedmont, with a meeting repeat airing the following Wednesday at 11:00 p.m.

Members of the Board of Trustees have no employment, family, ownership or personal financial interests related to either the Colleges or the District. The Board has and enforces a conflict of interest policy [REF: 2710 Conflict of Interest Disclosure; 2712 Conflict of Interest Code].

4. Chief Executive Officer

The College of Alameda President serves as chief executive officer for the College and is responsible for the development, implementation, and evaluation of all College programs and services and for the administration and operation of the College. The interim President was re-appointed by the board in 2014 after an unsuccessful nationwide search for a new President. The search process was activated with an anticipated appointment in Spring 2015. The President does not sit on the Board of Trustees for the District. [REF:2431 Chancellor Selection; 2432 Chancellor Succession; 2435 Evaluation of the Chancellor; 7120 Recruitment and Hiring]

5. Administrative Capacity

The College has a sufficient number of administrators to effectively manage the College's programs and services [REF:3100 Organizational Structure]. All administrators are selected using appropriate statewide minimum qualifications and District guidelines and have the education and experience to perform their assigned duties [REF:7250 Academic Administrators].

6. Operational Status

Since 1970 College of Alameda has held classes on a 62-acre campus, located at the intersection of Webster Street and Ralph Appezzato Memorial Parkway in Alameda. We have a science lab and classroom building at 860 Atlantic, one block to the east of our main campus. The College has a satellite building housing the Aviation Maintenance Program located on a 2.5-acre site on Harbor Bay Parkway, adjacent to the Oakland International Airport's North Field.

In the 2013/14 academic year, the College had a unique headcount of 13,433 (3904 FTES) enrolled in 1,154 sections. Approximately 43 percent of these students listed transfer as their educational goal, while ten percent listed a degree or certificate without transfer as their goal. Of these students, 65 percent took both online and face-to-face classes and 35 percent took only online classes.

7. Degrees

College of Alameda offers over 33 Associate of Arts and Associate of Science degrees, 8 Associate Degrees for Transfer, and 25 Certificate Programs. The degrees and majors offered by College of Alameda are listed in the 2014/15 catalog and online. [REF: College Catalog, 2014-2015; Awards granted-Degrees; Awards Granted- Certificate; Awards by Subject]

8. Educational Programs

The degree programs offered at College of Alameda are aligned with its mission and meet the California Education Code of Regulations, Title 5 curriculum requirements. When

combined with the general education component, the degree programs represent two years of full-time academic work. All course outlines of record and degrees have been carefully reviewed, and include student learning outcomes that students can achieve through class content, assignments, and activities. All curricula, including courses offered through distance learning, undergo approval by the Board of Trustees. Training for faculty is designed to ensure that pedagogical techniques are appropriate to distance education and that the quality of education mirrors that of face-to-face sections of the same or equivalent courses. Student learning outcomes are utilized in all courses and programs in order to assess effectiveness of the instruction and to improve the students' learning experience. Program and course descriptions are found in the catalog (pages 50-192), available both in print and on the web. [REF: College Catalog, 2014-2015]

9. Academic Credit

College of Alameda awards academic credit using the Carnegie standard unit, in accordance with the California Community Colleges Chancellor's Office requirements under California Code of Regulations and Title 5. Sections of courses offered through distance education courses earn the same credits as other sections of the same courses. A definition of unit value is included in the College Catalog (page 197). [REF: College Catalog, 2014-2015]

10. Student Learning and Achievement

Each course and program offered at College of Alameda has defined and measurable student learning outcomes. These student learning outcomes are assessed by a variety of methods. Coordinated by department and discipline faculty, every course across all modes of delivery or locations follows the course outline of record and the defined student learning outcomes. The College has also defined student learning outcomes for general education and for the institution. The Institutional Effectiveness Committee webpage lists institutional student learning outcomes, rubrics, and assessment information. [REF: Institutional Effectiveness Webpage] Institutional set-standards were reviewed at the College's opening (Flex) day presentation [REF: Flex Day Presentation, Accreditation ,August 2014].

Institutional Set-Standards

Student Retention (Percentage of students who are retained Fall to Fall)
Set-Standard: 54%

FALL 08	51.93%
FALL 09	49.37%
FALL 10	48.67%
FALL 11	50.41%
FALL 12	52.24%

Course Completion (percentage of students who successfully complete a course)
Set-Standard: 67%

FALL 08	63.10%
FALL 09	65.10%
FALL 10	67.90%
FALL 11	65.90%
FALL 12	65.10%
FALL 13	63.40%

Only credit courses (CB(04) is in C or D).
Total Graded = any grade, including W
Success = A, B, C, or Pass

11. General Education

College of Alameda requires a minimum of 19 units in general education towards degree attainment, with a minimum of three units in Natural Sciences (Category 1), Social and Behavioral Sciences (Category 2), Humanities (Category 3), 10 units in Language and Rationality (Category 4), and minimum of three units in Ethnic Studies (Category 5). General education requirements introduce students to areas of study that develop breadth of outlook and contribute to balanced development. The purpose of the program in general education is to assist students in moving toward the following goals:

- Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
- Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
- Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
- Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
- Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

Detailed information about general education requirements is published in the College of Alameda Catalog on pages 50-56 [REF: College Catalog, 2014-2015], available in both print and electronic format.

12. Academic Freedom

The Peralta County Community College District is dedicated to maintaining a climate of academic freedom encouraging the sharing and cultivation of a wide variety of viewpoints [REF: 4030 Academic Freedom]. Academic freedom expresses our belief in inquiry, informed debate and the search for truth; academic freedom is necessary in order to provide students with a variety of ideas, to encourage them to engage in critical thinking and to help

them understand conflicting opinions. Academic freedom encompasses the freedom to study, teach, and express ideas, including unpopular or controversial ones, without censorship or political restraint. Academic freedom, rather than being a license to do or say whatever one wishes, requires professional competence, open inquiry, and rigorous attention to the pursuit of truth.

The District's faculty has the right to express their informed opinions which relate, directly or indirectly, to their professional activities, whether these opinions are expressed in the classroom, elsewhere on campus, or at College-related functions. In a search for truth and in a context of reasoned academic debate, students also have the right to express their opinions and to question those presented by others. Employment by the District does not in any way restrict or limit the First Amendment rights enjoyed by faculty as members of their communities. Faculty members are free to speak and write publicly on any issue, as long as they do not indicate that they are speaking for the institution. Protecting academic freedom is the responsibility of the College community. Therefore, in a climate of openness and mutual respect, free from distortion and doctrinal obligation, the District protects and encourages the exchange of ideas, including unpopular ones, which are presented in a spirit of free and open dialogue and constructive debate. Academic freedom applies to all courses, including distance education.

13. Faculty

College of Alameda has 57 full-time faculty and approximately 150 part-time faculty (2013-14). All faculty meet or exceed the minimum requirements for their disciplines based on regulations for the minimum qualifications for California Community College faculty. Clear statements of faculty roles and responsibilities can be found in the Peralta Federation of Teachers (PFT) contract [REF: Peralta Federation of Teachers (PFT) contract]. Faculty carry out comprehensive program reviews every 3 years; develop, implement, and assess annual program plans; and develop, implement, and assess student learning outcomes. Faculty evaluation procedures are negotiated as part of the union contract. Faculty teaching online or hybrid courses are subject to the same evaluation schedule and procedures as faculty teaching face-to- face sections.

14. Student Services

College of Alameda offers a comprehensive array of student services for all of its students, including those enrolled in distance education courses [REF: Student Services]. Unless exempted, each new student is required to participate in the matriculation process; which includes assessment for appropriate placement into mathematics, English, or English as a Second Language courses; college orientation; and counseling. All student support services programs promote the objective of serving the whole student and supporting student success.

15. Admissions

College of Alameda adheres to admissions policies consistent with its mission as a public California Community College and compliant with California Code of Regulations, Title 5. Information about admissions requirements is available in the catalog, in the schedule of classes, and on District and College websites [REF: Admissions].

16. Information and Learning Resources

College of Alameda provides long-term and short-term access to sufficient print and electronic information and learning resources through its Library and programs to meet the educational needs of its students [REF: Library]. The Library is staffed to assist students, including both onsite and distance learners, in the use of College resources. Wireless internet is available on campus. Computers are available in the Library, open computer labs and Learning Resource Center without charge. The institution is committed to enhancing its learning resources across all possible locations and delivery methods.

17. Financial Resources

College of Alameda, through the Peralta Community College District, has a publicly documented funding base that is reviewed and revised on an annual basis. The distance education courses are integrated into the annual budget that is approved by the Board of Trustees.

18. Financial Accountability

The Peralta Community College District undergoes an annual external financial audit for the District office and the three Colleges. The audit is conducted by a contracted certified public accountant and in accordance with the standards contained in the Government Auditing Standards issued by the Comptroller General of the United States. The Board of Trustees reviews these audit reports on a regular basis.

19. Institutional Planning and Evaluation

College of Alameda practices participatory governance within an established and integrated institutional planning process that is specifically linked to institutional Mission-Vision-Values, goals, and strategic priorities [REF: Planning Handbook]. The College engages in ongoing and systematic cycles of planning, implementation, and evaluation in order to maximize effectiveness in promoting academic excellence and student success.

20. Integrity in Communication with the Public

Regularly updated information about all aspects of College of Alameda, including both onsite and distance education, is available to the public through the College of Alameda website, annually published course catalogs, and class schedules published for each semester. General information is provided in the online and print College Catalog, including the official institution name, address, phone numbers, and website address, the College Mission-Vision-Values, course, program, and degree offerings, academic calendar and program length, the academic freedom statement, available student financial aid, and available learning resources. The names and credentials of faculty and administrators and the members of the Board of Trustees are listed in the College Catalog pages 245-251. Additionally, the catalog includes requirements for admission (page 21); degrees, certificates, graduation and transfer requirements (pages 50-63); and fees and other financial obligations (pages 22-26). Policies affecting students, including academic honesty (page 223), nondiscrimination (page 208), acceptance of transfer credit (pages 53-63), grievance and complaint procedures (page 218), sexual harassment (page 208), and refunds of fees (page 25), are located in the College

Catalog. The semester schedule of classes contains the College address, names of the members of the Board of Trustees, calendar information, general information, policy information, and the semester's class listings. [REF: College Catalog, 2014-2015 and Fall 2014 Schedule of Classes]

21. Integrity in Relations with the Accrediting Commission

The Peralta Board of Trustees provides assurance that College of Alameda complies with all of the requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges (ACCJC); describes itself in the same manner to all of its accrediting agencies; communicates changes, if any, in its status; and discloses information required by the Commission. College of Alameda maintains contact with the Commission through its Accreditation Liaison Officer (ALO).

List of Evidence References (in alphabetical order)

Admissions

AP 2710 Conflict of Interest Disclosure;

AP 2712 Conflict of Interest Code

Awards granted-Degrees

Awards Granted- Certificate

Awards by Subject

BP 1.01, District Mission

BP 2431 Chancellor Selection;

BP 2432 Chancellor Succession;

BP 2435 Evaluation of the Chancellor;

BP 3100 Organizational Structure

BP 4030 Academic Freedom

BP 7120 Recruitment and Hiring

BP 7250 Academic Administrators

College of Alameda Accreditation: (http://alameda.peralta.edu/accreditation/)

College of Alameda Mission Statement.

College Catalog, 2014-2015

College Council, *Minutes*, October 2014

Fall 2014 Schedule of Classes

Flex Day presentation, *Accreditation*, August 2014

Institutional Effectiveness Webpage

Library

Peralta Federation of Teachers (PFT) contract

Planning Handbook

President's Flex Day Presentation: Fall 2014

Student Services

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Compliance with Commission Policies

Certification of Continued Institutional Compliance with Commission Policies

Policy on Distance Education and on Correspondence Education

> **Development, implementation, and evaluation of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution's total educational mission.**

Over the last decade, College of Alameda has provided distance education (DE) courses in various formats, including hybrid or blended and completely online via the Internet. College of Alameda students continue to embrace online and hybrid learning because it provides more flexibility in addressing work schedules, personal circumstances, the cost of transportation, time constraints and economic pressures. At College of Alameda 35% of all enrollments were in DE classes during fall 2013 and spring 2014. The need to provide students with access to courses as a result of their varying needs is the impetus behind an ongoing expansion of the electronic delivery of courses.

> **Institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered via distance education or correspondence education.**

College of Alameda meets all eligibility requirements, Accreditation Standards, and regulations related to its DE courses. Curriculum is reviewed to ensure regular, effective contact between the instructor and students. All distance education courses are required to go through a separate approval and review process to ensure that they meet the same standards, rigor, and learning outcomes as traditional face-to-face courses. Distance education courses are reviewed both at the College curriculum committee and at a District-level curriculum committee. The College Distance Education Coordinator provides oversight of the implementation of the courses and the distance education learning management system (Moodle). Faculty who teach distance education courses are evaluated to ensure academic quality. All instructors assigned to teach distance education courses must have received training in how to effectively teach through the distance education modality.

> **Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education.**

The College and the District require that all distance education courses have the same student learning outcomes and use the same course outline of record as when the course is offered face-to-face. A course is written, approved, and offered as a face-to-face course and then separate review and approval is required to offer that course through distance education.

> **Institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment.**

The rigor, breadth, objectives, learning outcomes, and academic quality of DE courses and programs offered by the College meet the same course quality Standards of those provided in the traditional mode. Appropriate assessment of outcomes, dialogue regarding the assessment results and changes made to improve student learning as a result of the dialogue all occur in a DE course, just as with a traditional course. Equally significant is that the same or equivalent resources are available to COA students in a DE course as in a traditional course.

College of Alameda assesses distance education courses through program review. The four Colleges in the Peralta Community College District share a common Learning Management System, Moodle, which is fully integrated with the PeopleSoft/Passport enterprise management system for easy registration and tracking of student enrollment and performance.

Faculty who teach distance education courses are required to either have a certificate in online education or equivalent teaching experience and academic background. In addition, if a faculty member is evaluated while teaching a DE course, the evaluation will be completed for that specific DE course. Effective pedagogical techniques appropriate to the DE mode are used to ensure that the curriculum of online courses is the same as on-campus courses. The District provides regular training for instructors who want to teach online and offers an Online Teaching Certificate for faculty who want to gain more in-depth training in distance education. The District Distance Education Committee, consisting of the four college Distance Education Coordinators, provides basic technical support to faculty teaching online courses and pedagogical advice for distance education. The District's IT Help Desk provides assistance to online students and faculty teaching on-line courses.

> **Institutions are expected to provide the Commission advance notice of intent to initiate a new delivery mode through the substantive change process. Institutions are expected to provide the Commission advance notice of intent to offer a program, degree, or certificate in which 50 percent or more of the courses are via distance education.**

College of Alameda programs are regularly reviewed to determine whether 50 percent or more of any degree or certificate is offered through Distance Education. Correspondence and Commission procedures are complete. The College does not offer a program, degree, or certificate in which 50 percent or more of the courses are via distance education.

Institutions which offer distance education must have processes in place through which the institution established that the student who registers in a distance education course and is awarded academic credit.

All DE courses are required to have an individual login for each student. This process verifies that the person who participates every time and completes the course or program is the same individual who receives the academic credit. Students who enroll in online classes are provided a specific login ID for authentication when they access the online Learning Management System (LMS).

District policies and procedures regarding academic honesty and acceptable use of Information Technology Services; include penalties for unauthorized use of another student's name and password, cheating on examinations, and other types of academic dishonesty. Students must agree to these policies/procedures the first time they login to the District LMS (Moodle). This approach provides a pedagogical focus rather than a punitive approach to academic honesty. This approach educates students about the consequences of academic dishonesty. Complete information about "Academic Dishonesty, Due Process, and Conduct" is posted on the shared District online education site, College Catalog and College of Alameda website. [REF: Academic Dishonesty; College Catalog, page 223]

Frequent on-line interaction between students and instructors also contributes to verifying a student's identity. Instructors can require proctored examinations that can serve as another method of authentication.

The District Office of Educational Services, working collaboratively with the four college Distance Education Coordinators and Information Technology staff, assumes responsibility for monitoring the changing online education requirements for institutions of higher education, as well as options available for meeting the expectations of assuring a student's identity. [REF: District Distance Education Webpage]

The District also has a specific Administrative Procedure 4105: Distance Education that addresses various topics regarding distance education. [REF: 4105 Distance Education] College of Alameda was the first college in the District to pilot an online counseling service (e-Counseling) for distance education students in fall 2010. Since then, the remaining campuses in the District have introduced similar services, utilizing the program that COA created. [REF: e-Counseling]

E-Counseling provides general educational and career-planning to students enrolled in online courses. Students must first review Counseling FAQs and complete a Confidentiality Agreement before submitting questions via e-Counseling. Responses are sent within 72 hours by an assigned counselor to ensure a timely response to the needs of our distance education students.

Policy on Institutional Compliance with Title IV

> **As part of the Commission's eligibility review, there will be a review of loan default rates and negative actions taken by the U.S. Department of Education regarding compliance of the institution with the requirements of Title IV and of the HEA. In addition, the Commission will review information provided by the U.S. Secretary of Education when notified of negative action taken by the U.S. Department of Education regarding responsibilities under Title IV of the HEA. The Commission will determine if the information calls into question compliance with its Accreditation Standards and wherever any follow-up is needed. Excessive default rates in the student loan program may be cause for a special report or site visit.**

College of Alameda recognizes that federal regulations require that borrowers of direct loans receive entrance counseling. Entrance counseling informs the student how the master promissory note works, emphasizes the importance of repaying the loan, describes the consequences of default, and shows borrowers simple monthly repayment amounts. The College collects contact information about borrowers during the file completion process in order to facilitate future contact if needed. This ensures more knowledgeable, responsible borrowers and results in fewer defaulters as well.

Entrance Counseling is conducted at www.studentloans.gov. College of Alameda provides exit counseling to students who are leaving their program of study. The college views exit counseling as an effective way to prevent defaults and understands that it is often the last opportunity that borrowers have to work with someone at the college regarding their loans. Exit counseling provides in-depth counseling that focuses on fully explaining repayment plans and choices that fit the borrower's needs. It also is an opportunity to clear up any misconceptions students may have about their loan obligations and to reemphasize the consequences of default.

Exit counseling is done at the website: https://studentloans.gov/myDirectLoan/index.action College of Alameda recognizes that timely and accurate enrollment reporting to NSLDS or the guarantor is required by regulation and promotes school and student success. The College also believes that there is a correlation between late or inaccurate enrollment reporting and loan defaults. Accurate reporting activity ensures that borrowers receive their full grace period and further ensures that contacts from the loan servicer, such as correspondence and telephone calls, occur in the appropriate timing and sequence. College of Alameda's Default Management Plan assures timely and accurate reporting of changes in enrollment status as is required. The College adheres to the required schedule of reporting changes in enrollment status and always tries to expedite timelines. College of Alameda continues to keep loan default rates at an acceptably low level. The loan default rate in 201-143 was 18.7%; in 2013-13 was 28.5%; and in 2011-12 was 15%. In addition, the College complies with program responsibilities defined by the U.S. Department of Education (USDE).

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

> **Educational programs and services offered shall be the primary emphasis of all advertisements, publications, promotional literature and recruitment activities, including electronic format.**

All advertising, whether in print or electronic, has as its primary emphasis the College's educational programs and services. This includes, but is not limited to, advertisements, publications, promotional literature, and recruitment activities. Any statements and representations made by the College are clear, factually accurate, and current. This information is provided primarily through the course catalog, ASSIST.org (the statewide articulation website), the College and District websites, and advertising materials available in the community.

The College Catalog is available electronically on the College website or a print version that can be purchased in the Bookstore, accessed in the College Library, or available from special Student Services programs. Included within the College Catalog is all of the information required by ACCJC Policy including the Accreditation status of the College as well as the Accreditation status required for specialized programs. In addition, the term Accreditation is used in the correct manner, representing the Accreditation status of the College conferred by ACCJC. In the case of the accreditation of a specialized program, the source of the accreditation is clear and given with reference to the specific program. [REF: College Catalog]

Student recruitment is guided by qualified personnel. Any scholarships or financial aid are offered only on the basis of specific criteria related to financial need as set forth by the United States Department of Education.

> **In institutional catalogs and/or official publications describing career opportunities, clear and accurate information shall be provided on: national and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered.**

College of Alameda lists occupational programs in the College Catalog that contain licensure information and career opportunities, such as diesel mechanic, and other career/technical education programs. Additionally, to provide guidance to students, narrative descriptions responding to questions, such as "Why Study X?" and "Careers in X", are provided in the program descriptions in the College Catalog and on the College website.

Policy on Institutional Degrees and Credits

> **Accredited institution conforms to a commonly accepted minimum program length of 60 semester credit hours or 90 quarter credit hours awarded for achievement of student learning for an associate degree. Any exception to this minimum must be explained and justified.**

All Associate Degrees awarded by the College require a minimum program length of 60 semester credit hours. Written policies and procedures use the accepted academic expectations applied consistently to all the College's courses and programs.

> **An accredited institution must have in place written policies and procedures for determining a credit hour that generally meet commonly accepted academic expectations and it must apply the policies and procedures consistently to its courses and programs.**

Units of credit at College of Alameda are standardized in accordance with State Title 5 regulations and the California Community College Chancellor's Office Program and Course Approval Handbook, which require three hours of student learning per week throughout the semester for each unit of credit. This requirement is cited in the Peralta Community College District Administrative Procedure 4020: Program, Curriculum, and Course Development. [REF: 4020: Program, Curriculum, and Course Development]

> **Programs in which credits and degrees are awarded based solely on successful student demonstration of expected competencies, and not through credit or clock hours, are defined as direct assessment programs.**

College of Alameda has no direct assessment programs.

Policy on Institutional Integrity and Ethics

> **An accredited institution will uphold and protect the integrity of its practices.**

College of Alameda upholds and protects the integrity of its policies and practices. To this end, the College provides current, complete, and accurate information that is readily available when asked by the Commission or any other person or organization. In addition, the College has policies to ensure academic honesty and integrity in hiring practices as well as due process for students and employees. The policies describe how violations of integrity are resolved. These policies are reviewed regularly and available via the College Catalog and website. The College has a good, collegial relationship with the Commission.

> **An institution applying for eligibility, candidacy, or extension of candidacy, accreditation, or reaffirmation of accreditation, provides the Commission with information that is readily available.**

College of Alameda complies with all Commission reporting requirements.

> **The institution assures the clarity, accuracy, and availability of information provided to all persons or organizations and related to its mission statement, its educational programs, all student services and tuition and fees. The institution reports accurately to the public its accreditation status.**

College of Alameda publishes information related to its mission statement, educational programs, student services, accreditation status, tuition and fees via the College Catalog, the College Schedule and College website. [REF: College Catalog, page 23]

> **The institution has policies to ensure academic honesty, accuracy in the hiring process and policies and procedures that provide due-process protection. These policies are reviewed regularly, posted on the College website and are widely available to the institution and to the public.**

A process for reviewing District policies and administrative procedures is in place and regular review of policies and administrative procedures occurs through the participatory governance process. [REF: 2410: Board Policy and Administrative Procedure]

> **The institution demonstrates integrity and honesty in interactions with students and prospective students in all academic, student support and administrative functions and services.**

The Peralta Community College District's Board Policy 7380: Ethics, Civility, and Mutual Respect, ensures the professional and respectful behavior of all employees and areas of service. [REF: 7380: Ethics, Civility, and Mutual Respect]

> **The institution provides information about its accreditation status, its transfer of credit policies and whether successful completion of its courses qualifies students to receive, to apply and/or to take licensure examinations.**

College of Alameda's Accreditation status is posted on the College website and included in print publications such as the Catalog and class schedule. College of Alameda accreditation status is posted on the College website and included in print publications such as the Catalog and class schedule. Transfer-of-credit policies and information on licensure examinations are included in the College Catalog in both print and electronic versions. [REF: Accreditation Webpage; College Catalog, page 17]

> **The institution establishes and publicizes policies ensuring institutional integrity that contain clear statements of responsibility for assuring integrity and describe how violations of integrity are resolved.**

The College makes widely available through the college catalog, online, and other means to all students, staff, and faculty the student rights and responsibilities and academic standards. Pertinent procedures include: (1) the Prohibition of Harassment, Discrimination, and Sexual Assault Procedure; (2) Student Standards of Conduct, Discipline Procedures and Due Process; and (3) Students Rights and Grievance Procedure. [REF: College Catalog, page 194-244;]

> **The institution cooperates in preparation for site visits, receives the team with a spirit of collegiality and complies with the Eligibility Requirements, Accreditation Standards, and Commission policies.**

College of Alameda holds accreditation activities as a priority and ensures that the college community is prepared for all accreditation requirements throughout the year.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

> **When an institution contracts certain functions to a related entity, the institution is responsible to the Commission for presenting, explaining and evaluating significant matters and relationships involving related entities that affect accreditation requirements.**

The College has no contractual relationships with non-regional accredited organizations.

> **If an institution is part of a District/system with shared facilities or processes, the institution may use documents prepared by District/system in its report to the Commission.**

College of Alameda is one of four colleges in the Peralta Community College District. There are various centralized services provided through the District office. Specific documents used in reports to the Commission include: Board Policies and District Administrative Procedures, procedures in student services and instructional areas, and planning and budget integration at the District-level.

List of Evidence (in alphabetical order)

Academic Dishonesty

Accreditation Webpage

AP 4105: Distance Education

AP 4020: Program, Curriculum, and Course Development

AP 4105 Distance Education

BP 2410

BP 7380: Ethics, Civility, and Mutual Respect

College Catalog- 2014-15

e-Counseling

District Distance Education Webpage

www.ASSIST.org

www.studentloans.gov

USDE Regulations

Certification of Continued Compliance with selected United States Department of Education (USDE) Regulations

Effective fall 2012 the Accrediting Commission for Community and Junior Colleges (ACCJC) issued specific procedures for External Evaluation Teams to demonstrate compliance with united States Department of Education (USDE) regulations, particularly several new regulations that became effective July 1, 2010, 2011, and 2012 (higher Education Opportunity Act 2008 including 2010 and 2011 regulations interpreted through August 2012; USDE Regulations and USDE Guidelines for Paragraph 34 C.F.R Sub-Section 602, January 2012).

The Self-Evaluation Report contains analysis and evidentiary documentation that substantiate the College's continued compliance with USDE regulations. The following is a summary of conclusions regarding compliance with each of these specific regulations and citations of key parts of the Self-Evaluation Report containing analysis and evidence of that compliance.

Institution-Set Student achievement measures (Sub-Sections 602.16(a)(1)(i))

The analyses and evidence in the Self-Evaluation Report, particularly as presented in the Eligibility Requirements and in the Standards demonstrate the College sets a broad array of institutional student achievement benchmarks in alignment with the mission. The College regularly assesses performance on these metrics including, but not limited to, course completions, program/certificate completion data, graduation data, course retention and success, transfer rates, and, where available, job placement rates. Dialogue takes place on the results of the assessments to guide improvement planning.

Proper Credit hour Standards (Sub-Sections 602.16(a)(l)(viii); 602.24(e); 602.24(f); as pertains to: 600.2 (Credit Hour); 668.8(k), (l))

Analyses and evidence presented in the Self-Evaluation Report under Standard II.A demonstrates that the College ensures that any awarded academic credits and degrees conform to commonly accepted practice including time invested and content mastered. Course Outlines of Record and corresponding syllabi, along with the class schedule, demonstrate that the appropriate amount of work is assigned   to conform to the Carnegie unit.

This is true of traditional classroom-based classes, as well as distance education courses, courses with a laboratory, and courses that provide for clinical practice.

The College's transfer of credit policies are publicly disclosed and include a statement of the criteria regarding the transfer of credit earned to another institution of higher education.

The College does not convert clock hours to credit hours for purposes of federal financial aid, thus compliance with the USDE 2011 conversion formula is not applicable.

Student Complaints (Sub-Sections 602.16(a)(l)(ix); and Related 668.43)

The analyses and evidence presented in the Self-Evaluation Report under Standard II.B

demonstrate the College has procedures that define student grievances and complaints and the manner in which they are received. An examination of the College's files containing student complaints and grievances for the five years did not reveal any patterns constituting evidence of failure to comply with Accreditation Standards, Eligibility Requirements, or policies.

The College Catalog, page 17 and accreditation webpage, provides information about the College's accrediting body, copies of documents describing an institution's accreditation or governmental approval, as well as contact information for filing third party comments with such bodies.

Performance on student achievement (Sub-Section 602.17(f))

The analyses and evidence in the Self-Evaluation Report demonstrate the College sets a broad array of institutional student achievement benchmarks in alignment with the mission. In addition, analyses and evidence presented in Standard II.A demonstrate that Student learning Outcomes (SLOs) are set and assessed at the programmatic levels with the intent of continuous improvement. The evidence presented in the Self-Evaluation Report shows the achievement by students on institution-level and programmatic-level measures.

Distance Education – Security of Student Identity and Effective Student Contact (Sub-Section 602.17(g))

The analyses and evidence in the Self-Evaluation Report presented under Standard II.A demonstrate that the College has a process to establish that the student who registers   in a distance education course is the same student who participates in and completes the course and receives the academic credit. Specifically, the College meets this requirement through a process of a secure log-in and individual password.

The College's distance education courses involve regular and substantive interaction between students and the instructor, initiated by the instructor, and distance education activities are included as part of a student's grade. The strategies include not only the extensive use of the Moodle Course Management System and integrated distance education course content.

The effectiveness of distance education instructional delivery is monitored by the department chair and academic deans and included in the faculty evaluation process.

Collection and analysis of key data and indicators, including fiscal information and measures of student achievement (Sub-Sections 602.19(a-e))

Standard III.D, the Self-Evaluation Report presents data on the College's fiscal condition, including increases or decreases in revenues and enrollments, and demonstrates current and past fiscal stability.

As stated several times above, the Self-Evaluation Report shows that the College's student achievement data demonstrates stability and achievement of mission.

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Prior Recommendations

COLLEGE OF ALAMEDA

Responses to Recommendations from the Most Recent Educational Quality and Institutional Effectiveness Review

College Recommendations

The responses to College recommendations include not only those from the 2009 Institutional Effectiveness review, but all recommendations to the College from the Accrediting Commission for Community and Junior Colleges (ACCJC) since June 30, 2009. The College responses are organized by year and by recommendation.

In 2009 the Commission also made a number of recommendations to the District that were applicable to all four Colleges, including College of Alameda. The District recommendations are grouped into categories and responses provided accordingly.

Summary of ACCJC Actions and College of Alameda Responses since the last Self Study:

2009

College of Alameda submitted its Comprehensive Self Study Report to the Accrediting Commission for Community and Junior Colleges (ACCJC) in early spring 2009. A ten-member accreditation team visited the Peralta Community College District (PCCD), College of Alameda (COA), and the other three Colleges, Laney College, Merritt College, and Berkeley City College, March 9-12, 2009, for the purpose of determining whether the institution continued to meet Accreditation Standards, to evaluate how well the College achieved its stated purpose, to provide recommendations for quality assurance and institutional improvement, to follow up on recommendations made at the last comprehensive visit in 2003, and to submit recommendations to the Accrediting Commission for Community and Junior Colleges regarding accreditation status. This was the second comprehensive self study to be done in concert with the other three Colleges of the PCCD and the first done with the Standards adopted by ACCJC in the year 2002.[REF: Self Study Report 2009]

The accreditation team that visited College of Alameda in March 2009 made seven recommendations to the College, five College specific and two District level. The Commission issued its action letters in June 2009, accepting the report of the accreditation team, placing the College on warning and requiring that the College complete follow up reports in March 2010 and 2011. The follow up report of 2010 was to demonstrate resolution of the following recommendations: Recommendation 1, 2, 3, and 4 (College specific) and a status report on the progress of satisfying recommendations 5 and 7 (District level). The letter to the District contained five recommendations, three to be resolved by 2010 and two by 2011.[REF: Team Evaluation Report ; ACCJC-District-and-College-Action-Letters-June-30-2009]

The College recommendations were:

Team Recommendation 1: In order to meet the Standards and build upon the considerable progress made in developing a systematic, integrated District-wide planning process, the team recommends that the College move forward in implementing its own comprehensive and integrated strategic planning process that is tied to the College's mission, values, goals, and priorities and includes the evaluation and refinement of key processes to improve student learning and promote institutional effectiveness (Standards 1A.4, 1B.2, 1B.3, 1B.4, 1B.6, 1B.7, 2A.1.a, 2A.2.f, 2B.4, 2C.2, 3A.6, 3B.1.a, 3B.2.a, 3B.2.b, 3C.1.c, 3C.2, 3D.1, 3D.3, 4A.1, 4A.2, 4A.5, 4B.2, 4B.2.b).

Team Recommendation 2: In order to meet the Standards, the team recommends that systems to support internal campus communication, as well as College-District communication, be improved to support the optimal functioning of the College in promoting student learning (Standards 1B.1, 1B.2, 1B.4, 1B.5, 1B.7, 2A.2.a, 2A.2.b,2A.2.f, 2B.4, 2C.2, 3A.6, 3B.2.b, 3C.2, 3D.1.a, 3D.1.d, 3D.3, 4A.1, 4A.2, 4A.2.a,4A.3, 4A.5, 4B.2, 4B.2.b, 4B.2.e, 4B.3, 4B.3.f).

Team Recommendation 3: In order to meet the Commission's 2012 deadline, the College must accelerate its progress in developing and assessing course-level and program-level student learning outcomes and using assessment data for improvement. Further, in order to meet the Standards, the College must also ensure compliance with its program review and unit planning processes and accelerate its progress toward creating a data-driven environment in which continuous assessment is used as vehicle for institutional improvement (Standards 2A.1, 2A.1.a, 2A.1.c, 2A.2.a,2A.2.b, 2A.2.e, 2A.2.f, 2B.4).

Team Recommendation 4: In order to meet the Standard, and consistent with the recommendation of the 2003 visiting team, the team recommends that the College devote the time and resources needed to complete regular, systematic evaluations for classified professionals, full-time contract faculty, and part-time faculty (Standard 3A.2).

Team Recommendation 5: In order to meet the Standards, the team recommends that the College advance and refine the implementation of the District-wide computer information system (Standards 3C.1.a, 3C.1.c, 3C.1.d, 4.B.3.b).

Team Recommendation 6: In order to meet the Standards, the team recommends that the College develop, implement, and integrate the College budget development

processes with the new District resource allocation model (Standards 3D.2.a, 3D.2.b, 3D.2.d, and 3.D.2.g).

District

Team Recommendation 7: The team recommends that the District take immediate corrective action to implement all necessary system modifications to achieve access to a fully integrated computer information management system, including modules for student, financial aid, human resources, and finance. All corrective action and system testing should be completed within two years and the governing board should receive regular implementation progress reports until project completion (Standards3D.1.a, 3D.1.b, and 3D.2.a).

The following five recommendations were made to the District (two of them overlap with #5 and #7 for the College).

Recommendation: In order to meet the Standards, the team recommends that the College advance and refine the implementation of the District-wide computer information system. (Standards 3C.1.a, 3C.1.c, 3C.1.d, IV. B. 3.6) (*This was the same as College of Alameda's #5*)

Recommendation: Management systems

The team recommends that the District immediately resolve the functional issues associated with the implementation of the District-wide adopted software management systems for student, human resources, and financial aid administration (Standards III.C.1.a, III.C.1.d, and IV. B. 3.b) (*This was not the same but overlapped the College's #7 recommendation. In 2010 ACCJC re-titled this recommendation 2009 Team Recommendation 2).*

Recommendation: Financial resources and Technology

The team recommends that the District take immediate corrective action to implement all appropriate controls and necessary MIS system modifications to achieve access to a fully integrated computer information management system, including modules for student, financial aid, human resources, and finance, in order to assure financial integrity and accountability. All corrective action and system testing should be completed within two years and the governing board should receive regular implementation progress reports until project completion (Standards II.D.1.a., IIID.1.b., and III.D.2.a.) . *In 2010 ACCJC re-titled this recommendation 2009 Team Recommendation 3.*

Recommendation: Board and District Administration (<u>Berkeley City, Laney, and Merritt Colleges)</u>

The team recommends that the District assess the overall effectiveness of its service to the Colleges and provide clear delineation of functional responsibilities and develop clear processes for decision-making (Standard IV.B.1, IV.B. 3a,b,c,f,g . *In 2010 ACCJC retitled this recommendation 2009 Team Recommendation 1.*

Recommendation: (<u>Laney College only, #7</u>) Governance and consultation. The team recommends that all College leadership groups participating in District governance strive to clarify and strengthen the individual and collective understanding and adherence to appropriate consultation practices and defined decision-making processes and authority in order to meet the Standard (IV.B.1.d,e)

In November, 2009, in response to the 2009 Annual Fiscal Report filed by the District on behalf of College of Alameda and the other three Peralta Colleges, the ACCJC requested the Peralta Community College District to provide a Special Report which responded to twenty-nine audit findings in the District's 2007-2008 and prior independent audit reports from Vavrinek, Trine, Day & Co, LLP (VTD) (Recommendation 2), as well as to the OPEB (Other Post Employment Benefits) liabilities (Recommendation 1). Thus two recommendations to the District, as well as to Laney and Merritt Colleges, were added to the recommendations that were to be addressed in March 2010.[REF: ACCJC-Request-for-Special-Report-on-Audit-Findings-November-18-2009.pdf]

2010

The March 15, 2010 follow-up reports for College of Alameda and those of the other three Peralta Colleges were filed, responding to the District level recommendations as well as the College-specific recommendations. College of Alameda's report addressed six of seven recommendations (1, 2, 3, 4, 5, and 7). Team recommendation 6 was omitted from the 2009 letter, because it involved the same requirement as Recommendation 1. Two of the College's recommendations concerned District operations (Team Recommendations 5 and 7).

The Special Report, addressing the November 2009 visit to the District was filed with ACCJC on April 1, 2010. On April 12, 2010, the ACCJC visiting team completed a College of Alameda site visit and a District site visit to the Peralta Community College District office. [REF: COA_Accreditation_Followup_Report_FINAL_March_15_10.doc; Special-report4-01-10]

In its June letter the ACCJC placed College of Alameda and the other three Colleges on probation status, requesting that the recommendations made to College of Alameda and the other three Colleges pertaining to District practices be addressed directly by the District office in an October 15, 2010 report to ACCJC and that the report for College of Alameda

specifically speak to the resolution of Recommendation 1. As a result of the Special visit, the Commission made two reporting requirements, nine recommendations, and continued the 2009 recommendations.[REF: Accreditation_Response_June_30_2010]

College of Alameda filed a October 15, 2010 Follow-Up Report to address the single College recommendation due at that time as directed in the June 30, 2010 Commission letter, as well as District recommendations 5 and 7. The report addressed Team Recommendation 1 related to implementing a comprehensive and integrated strategic planning process. [REF: COA_Final_Follow_Up_Report_October_15_2010]

*Th*e Peralta District filed its report by the October 15, 2010 deadline, and a site visit took place November 4, 2010. The January 31, 2011 letter to the Peralta Chancellor notified the District that College of Alameda and the other three Colleges were retained on probation status pending another report to be filed by the District office on March 15, 2011.[REF: ACCJC-101510-FollowUp-Report-FINAL.pdf; January-2011-Commission-Letter-and-Follow-up-Visit-Report-ACCJC-letter-2-14-11

2011

A two member accreditation team visited College of Alameda on April 12, 2011 for the purpose of conducting a follow-up visit concerning Recommendation 1, cited in the Commission's June 30, 2010 action letter. In that letter the Commission went on to explain that the team would also verify the continued positive progress noted by the April 2010 visit on Recommendations, 2,3,4 and specifically Recommendations 5,and 7.

In its June 30, 2011 letter, the Commission removed College of Alameda from Probationary status. No additional recommendations or follow-up requests were made related to the 2009 Team Recommendations. However, the ACCJC acted to place College of Alameda on Warning status for five new recommendations related to Peralta District issues. The five new recommendations explicitly replaced and superseded all earlier District recommendations. The Peralta District was required to file a Follow-Up Report due March 15, 2012, on the five recommendations. In addition, College of Alameda was required to add to its March 15, 2012 midterm report: "regarding Commission Recommendation 5, College of Alameda must evaluate the impact of recent and future financial decisions on the College's ability to sustain programs and services."[REF: Follow-up-report-documentation-April-1-2011; -Peralta-CCD-Follow-Up-Report-May-20-2011-ACCJC; AACJC-Action-Letter-June-30-2011; ACCJC-Removal-from-Probation_College-of-Alameda]

The College met all Standards.

2012

College of Alameda administrators, faculty, staff, and students worked with District administration to address the June 30, 2011 Commission Recommendation 5 pertaining to the impact of financial decision-making on College programs and services. College-wide work on the 2009 Recommendations 1, 2, 3, 4, and 6, and the College action plans had been ongoing since June 2009.

After consideration of the follow up report submitted by the District office, the follow-up visit to the District office, and the COA Midterm report of March 12, 2012 [REF: COA Follow Up Report] the Commission continued the College on warning because of lack of complete progress on Commission Recommendation 2 (audit findings), Commission Recommendation 3 (financial stability), Commission Recommendation 4 (evaluation of Board policies) and Commission Recommendation 5 (fiscal capacity) and required a follow-up report by March 15, 2013. [REF: Follow-up-report-and-documentation-March-15-2012; ACCJC-Follow-Up-Report-to-PCCD-May-2012; ACCJC-Peralta-Action-Letter-July-2-2012]

2013

As a result of the follow-up report of March 15, 2013 and the follow up visit by the Accreditation team on April 1, the Commission reinstated College of Alameda's full accreditation in a letter in June 2013. [REF: ACCJC-letter-2-5-13; Peralta-4-1-13-Special-Report-to-ACCJC-Final; Final-CoA-Follow-Up-Report 3-15-13; College-of-Alameda-Follow-Up-Visit-Team-Report-April-2013; ACCJC-letter7-3-13-College-of-Alameda-Removed-from-Warning]

RESPONSE TO TEAM RECOMMENDATIONS

AND COMMISSION ACTION LETTERS

Recommendation 1:

> **In order to meet the Standards and build upon the considerable progress made in developing a systematic, integrated District-wide planning process, the team recommends that the College move forward in implementing its own comprehensive and integrated strategic planning process that is tied to the College's mission, values, goals, and priorities and includes the evaluation and refinement of key processes to improve student learning and promote institutional effectiveness (Standards 1A.4, 1B.2, 1B.3, 1B.4, 1B.6, 1B.7, 2A.1.a, 2A.2.f, 2B.4, 2C.2, 3A.6, 3B.1.a, 3B.2.a, 3B.2.b, 3C.1.c, 3C.2, 3D.1, 3D.3, 4A.1, 4A.2, 4A.5, 4B.2, 4B.2.b).**

The accreditation team report of March 2009 found that, while considerable progress had been made in the planning process since the 2003 visit, the College still did not meet the Standards. The accreditation team visit of March 2010 found that COA had satisfactorily resolved the above issue, but the Commission directed the College to do a follow-up report in October 2010.

The College's report in October 2010 included a completed delineated planning and budget integration cycle, with the months in which actions should be taken clearly outlined. The

Commission, in its letter to the College in January 2011, required that the issue be reported in the March 2011 follow-up report.

In June 2011, after the March visit and report, the Commission agreed that the College had met the Standard. The 2012 Midterm report summarized the history and actions by the College in continuing to implement an integrated strategic planning process tied to the College's mission, values, goals and priorities.

Overview, History, & Current Practices

In response to this recommendation, College of Alameda began the process of updating and revising its Integrated Planning and Budget (IPB) model (from 2008) and finalized the current version on December 06, 2009. Since that date, the College has adhered to the process depicted in the model and has repeatedly referred to the model when a question of process surfaced in committee and shared governance work, or in strategic planning events and general College related discussions. The College updated the IPB model during the fall 2014. [REF: Planning Handbook 2009; Planning Handbook 2014]

During fall 2009 to spring 2010, the goal of the subcommittee for Recommendation 1 was to integrate a systematic and comprehensive College strategic and operational planning model to align with the District-wide planning and budgeting plan, while honoring processes that were familiar to faculty and staff at College of Alameda. The processes were in place at the time of implementing the IPB but were not formalized in writing. The strategic portion of the College of Alameda IBP model depicts a full cycle review.

At the beginning of every year, each meeting of managers, the College Council, and Academic Senate reviews the College's mission and goals by a defined set of data. These data sets include but are not limited to Institutional Learning Outcomes (ILO's), and Student Learning Outcomes (SLOs); College-wide reports such as the Student Equity Plan, Educational Master Plan, Technology Plan; and national and state reports such as Accountability Reporting for the Community Colleges (ARCC), Integrated Postsecondary Education Data System (IPEDS), and Community College Survey of Student Engagement (CCSSE), as well as College and District strategic goals. Using the College goals and the data sets previously referenced, measurable action priorities for each of the College's goals are constructed.

The action priorities are assessed and are evaluated each year for the extent to which they have been achieved. Each year new priorities may be added; however, preceding priorities will remain until completed. Each committee uses the Planning Summary Matrix as an assessment scorecard and rubric consisting of quantitative and qualitative data. The operational portion of the COA IPB model shows that the College committees review the identified institutional outcomes and action priorities, then forward their summaries of these priorities to instructional and student services areas to integrate into their Unit Plans or Annual Program Updates (APU's), as they are referred to currently (instead of the former Unit Plans).

The College Council members and coordinating bodies, such as the Department Chairs and Student Service Council, are informed of these strategic priorities and are charged with

addressing the priorities, where pertinent, in their program reviews, APU's, and in committee inquiries and reports. Once the APU's are completed, the respective action plans are developed and finalized; all budget requests associated with the action plans are compiled into a comprehensive budgetary request matrix. The Department Chairs assist with prioritizing and ranking the budget requests included in the matrix, ensuring a faculty-driven process. This ranked matrix is next submitted to the College management team for review and any further refinement using a numeric rating spreadsheet, which is simultaneously forwarded to the Budget Committee, Academic Senate and College Council for review. The ranking or priority assigned to the requests may change by joint consultation with the reviewing bodies.

The top-ranked budgetary requests are submitted to the College President who may make changes or to seek further justifications. The requests accepted by the President are sent to the respective District-wide Planning and Budget Integration committees (e.g., District Education, District Technology, and District Facilities) for integration into the District-wide planning and budget integration model (PBIM).

The purpose of these District committees is to review requests for resource sharing and to negotiate and make more effective District-wide decisions on courses, programs, purchasing, and personnel. Any disputes regarding funding and allocations that persist after review by the respective District Education, Technology, and Facilities Committees, are forwarded to the District Planning and Budgeting Council (PBC) for disposition. Final recommendations are then forwarded to the Chancellor, who consults with the Chancellor's Cabinet.

It is the College's ongoing commitment to meet or exceed all Accreditation Standards, and to continue to actively use the COA Strategic Integrated Planning & Budget Model to guarantee an open and transparent shared governance process of making recommendations and decisions on the College's resource allocation and action priorities. As previously stated, this model received full approval from all shared governance committees in December 2009. College of Alameda's Strategic Integrated Planning and Budget Model is a tool that was activated and used during all subsequent academic years, 2010-2011, 2011-2012, 2012-2013, and 2013-2014. The integrated budget planning process was re-affirmed in fall 2014.

The College meets the Standard.

Recommendation 2:

In order to meet the Standards, the team recommends that systems to support internal campus communication, as well as College-District communication, be improved to support the optimal functioning of the College in promoting student learning (Standards 1B.1, 1B.2, 1B.4, 1B.5, 1B.7, 2A.2.a, 2A.2.b, 2A.2.f, 2B.4, 2C.2, 3A.6, 3B.2.b, 3C.2, 3D.1.a, 3D.1.d, 3D.3, 4A.1, 4A.2, 4A.2.a, 4A.3, 4A.5, 4B.2, 4B.2.b, 4B.2.e, 4B.3, 4B.3.f).

The 1999, 2003, and 2009 evaluations and team reports all noted the need for improved communication at the College as well as between the College and District. The 1999 and 2003 team evaluations also stressed accuracy of information for students as part of the need

for better internal communication processes. During the six years prior to the 2009 Self Study Report, the College struggled with changing from an institution in which communication was informal, to one that included formal systems.

As a result of the ACCJC visit in 2009, and subsequent ACCJC team visits until the present, the College has made considerable progress in accomplishing improved formal communication systems.

Recommendation 2 was addressed extensively in the College follow-up report of March 2010 and the team report confirmed that. In May 2011 the follow up team noted:

> The follow-up team that visited College of Alameda in April 2010 commended the College for exceeding the relevant Standards of accreditation. It was evident that the practices put into place more than a year ago are still in place and are being reviewed and modified to make any improvements in the process. In particular, the planning agendas for SLOs, accreditation, planning, resource allocation, and campus newsletters and the College website are excellent. The distribution of agendas and minutes of the College Council are commendable.

The action letter from AACJC in June 2011 accepted the report on Recommendation 2.

The midterm report 2012 summarized the actions to date since the 2009 recommendation and included communication in the planning agenda, as the College acknowledges that communication is an on-going process and that there must be College built-in processes that support intentional, clear, and transparent communication.

As the 2012 Midterm Report noted:

> At the core of Recommendation 2 is the need for the College to develop "systems to support internal campus communication," as well as improve "College-District communication" that supports optimal engagement and functioning of the College in promoting academic excellence and student learning. The need for improved communication reaches across several Standards and represents a systemic problem that can jeopardize the fostering of collaboration amongst campus constituency groups and negatively affect the success of our students. Therefore, the College addressed this recommendation in 2009 by reviewing specific themes that emerged from evaluating the Standards identified in the recommendation references. The findings from the five themes that bubbled up as a result of a thorough evaluation are outlined below and continue to inform positive changes in the College's ongoing effort to reduce conversational barriers between constituencies, and increase collaborative inquiry that best supports student success and overall institutional health. Additionally, under the leadership of the new president hired in spring 2011, the College continues to clarify its focus and practice of becoming a Learning College, and of aligning its diverse constituencies by means of a simplified strategic initiative: the College's ABC's:
>
> 1. **A**cademic Excellence
>
> 2. **B**udgetary Competence
>
> 3. **C**ommunity Collaboration

The five themes identified in the 2010 follow up report were extracted from the Standards cited in the 2009 Recommendation 2 regarding "communication". If these five themes were supported by College systems, then this Standard would be fully met.

1. **Ongoing collegial and self-reflective dialogue about improvement of student learning and institutional processes:**
   Through shared governance committees with standardized minutes, posted online, under College *Governance* on the College's website and available in the College Library for review by the campus community

2. **Communication of Institutional Goals and Institutional Effectiveness:**
   Annual Program Updates (APU's) integrate and give evidence that directly supports the College's institutional goals and learning outcomes. All APU's for every program are completed per the College's Planning and Budget Integration Timeline and are fully vetted using the College of Alameda Strategic Integrated Planning and Budget Model. As described in the previous section, Recommendation I, review of all APU's requires a rigorous and documented process that involves all College constituencies wherein budgetary priorities are ranked and recommended for funding. Thus, deliberate goal-setting mechanisms have been implemented to periodically evaluate College action plans based on ongoing data gathered through assessment findings.

3. **Planning process is broad-based, opportunities for input offered, resource allocation, improved institutional effectiveness:**
   The planning process and annual program updates provide a formal and accountable method for individual members of the faculty and staff to forward requests that align with the mission, vision, and values of the College. Committees are also encouraged to submit action plans. For example, Colleagues Leading Action on Student Success or CLASS Committee (formerly Student Success Initiative/Basic Skills Initiative [SSI/BSI]), established in 2009 by the VPI and VPSS, employ the philosophical promotion of learning communities as well as the fiscal support of such academic strategies that are aimed at improving student enrollment, retention and success in the basic skills areas of the College. CLASS is an example of a committee that provides for communication across the instructional and student services "divide". As stated in the 2012 Midterm report,

   Overall, the attitude of the faculty and staff is positive in its belief that College planning processes such as APU's and committees like CLASS promote rich and purposeful dialogue, a recognized and necessary broad-based practice at College of Alameda that continues to become all the more critical in this time of increasingly limited resources. Nonetheless, the College is proud of these deeply institutionalized practices of communication, planning, and budgeting that continue to be used to inform positive change and improvement at every level of the institution

The assessment vehicles noted in the 2009 Accreditation Self-Study, Standard 1-B page 12, have evolved into the following that are documented, evaluated and disseminated in an ongoing basis:

- Departmental assessments: Program Learning Outcomes and Annual Program Updates, which include overall enrollments, FTES, FTEF,
- The Community College Survey of Student Engagement (CCSSE), which measures institutional Learning Outcomes and benchmarks, most recently administered in 2014.
- The Equity Plan, which measures improvements in student course success and persistence, basic skills success and persistence, degree and certificate attainment, and transfer by students' age, gender, race/ethnicity, and disability.
- The Accountability Report for Community Colleges (ARCC), used in many different reports such as the Equity Plan and Fact Book, and supplements/supports other data collection.
- Multicultural and data on student diversity, student learning outcomes at the course, program, and institutional levels, student success data, productivity used for measuring discipline progress in assessing whether learning is happening, and similar such data are being included as points of measurement and comparison to best inform decision making on planning and budgetary requests and prioritization.
- The COA Fact Book, initiated in June 2008 and updated in fall 2009, and on the website since then, provides formative and summative data on student enrollment and demographics.
- The "President's Newsletter" provides timely communication and information about staff development opportunities,
- Standing committee decision making, community events, faculty, staff and student accomplishments, and other such campus related news via electronic communication, hard copy publication, and through special forums.

In 2012 the website was migrated to an open source website powered by Wordpress that is the same as the software used by the other Colleges and the District office. Members of each department have the access to upload minutes of meetings so that the information is always up-to-date.

4. **Ongoing, systematic evaluation and integrated planning and makes the results available to appropriate constituencies:** College of Alameda understands the importance of ongoing planning and evaluation and has created an integrated planning process that involves participation of all departments, programs, faculty and staff. The annual Integrated Planning and Budget Timeline indicates the process of ongoing and systematic planning and is published on the College website and documented in minutes, agendas and completed unit plans.

Beginning in fall 2009, all departments and programs completed their respective unit plans which include programmatic recommendations, course additions, budget planning and action plans. Data was provided by the campus or District researcher to assist in evaluating course,

program, and institutional effectiveness. According to the timeline, once unit plans are completed and reviewed by divisions, the management team reviews them and then they are sent to the Budget Committee for validation of the process and further discussion. This allows for effective use of budget resources once planning is completed. This Integrated Planning and Budget process is cyclical and occurs systematically every year. This process is also being documented in the IPB Handbook and is being addressed in Recommendation 1 above.

The College provides for a systematic and regular review of its student support services and instructional unit plans based on the Integrated Planning and Budget Cycle. Programs complete annual unit plans which are then reviewed by the Department Chairs and the Student Services Council. The completed unit plans can be viewed on the College website. Action plans and budget requests are prioritized and then forwarded to the management team and then to the Budget Committee for review.

Evaluation of instructional and student support services contributes to the achievement of student learning outcomes by utilizing results to improve services. Information from the evaluation of SLOs and program assessment is incorporated into College documents like the Educational Master Plan, College Fact Book, and Matriculation Plan, and are also published on the website. The Peralta Office of Institutional Research generates, analyzes and disseminates data for institutional planning and program evaluation to the College. The College is then responsible for evaluating and analyzing the data for their individual programs and services as part of ongoing assessment.

Library and other learning support services such as the Learning Resources Center are evaluated through faculty, staff, and student input in the form of informal and formal methods of assessment including student surveys, class evaluations, and faculty/staff interviews. This information is used to develop the unit plans as well as program reviews. This summative information obtained through evaluations is incorporated into the Educational Master Plan and Facilities Master Plan which is shared with the College constituency groups through forums, meetings and postings on the web.

This process has proven successful but needs to be constantly reinforced and is a key functional component to improved intra-campus communication.

5. **College-District Communication.**

In spring 2009, the Chancellor convened a Chancellor's Working Group (CWG) to seriously address the effectiveness of the current District planning and decision-making committees. The CWG was to determine if a more effective structure and process could be formulated with the goal to facilitate campus and District-wide communication. The Chancellor's Working Group (CWG) was comprised of four representatives from the Peralta Federation of Teachers, four representatives from the District Academic Senate, two classified staff representatives, one College president, one vice president of instruction and two administrators from the District office, the Associate Vice Chancellor of Academic Affairs and the District's General Counsel, who assumed the role of District strategic planning manager. The Chancellor attended meetings at key points in the process. A presentation on

the proposal from the CWG was presented on Staff Development Day, August 18, 2009, and the kick-off planning retreat was held on August 28, 2009 in Jack London Square.

The CWG process for arriving at an agreed upon "work product" was intense, at times confrontational, yet in the end constructive. The Chancellor asked the CWG to study the issues and recommend options for improving the functioning of the District-wide advisory and decision-making process. The Chancellor requested that the CWG recommend improvement to:

- Streamline the process for developing recommendations on planning and budgeting;

- Ensure effective shared governance participation and discussion; and

- Deliver thoughtful, data-driven recommendations.

Early on in the process, the CWG established the following guiding principles:

1. Educational planning and needs (including services) should be the foundation of all decision-making.

2. College planning should be the primary source for determining shared governance recommendations. The role of the District-wide committees and processes is to provide uniform data, assure consistency, and to encourage and promote coordination. Colleges are the primary source because they are closest to student needs and have educational expertise.

3. There needs to be a clear flow of communication between committees so that the development of recommendations is transparent and logical.

4. The Planning and Budget Council (PBC) has authority to make a recommendation to the Chancellor and to make recommendations on initiatives proposed by the Chancellor. As per existing policies and procedures, the Chancellor and Board provide a response to advisory and constituency bodies if the recommendations are not adopted and are substantively modified.

5. All constituencies have the right to make recommendations directly to the Chancellor and Board.

6. The intent is to have a clear path from recommendations to consideration in the decision-making cycle.

7. All decisions and minutes shall be documented and publicized widely, using all available means.

This ensures effective communication to Colleges and constituencies.

It was agreed that this District-level process would be implemented in fall 2009 for the 2009-2010 academic year. At the end of the academic year, the process was reviewed and evaluated, and improvements put forward for review and adoption. Upon review during Academic Year 2010-2011, it was determined that the aforementioned Chancellor's Work Group had indeed completed its task by setting firmly in place the parameters by which the newly developed Planning and Budget Integration committees on Facilities, Education, and

Technology would, and have, continued to operate. The increase in effectiveness of the PBIM ultimately eliminated the necessity for the Chancellor's Work Group wherein the Work Group was disbanded. The Chancellor's Work Group served its purpose by helping to establish principles by which the PBIM would operate, and also provided valuable insight to the development of the overall PBIM. The emergence of a better system from an existing system of communication between the District and Colleges is a positive sign that all constituencies continue to find new and better means for engaging in productive dialogue that results in improved processes for planning, budgetary allocation, services, and student success.

The District-level process or the Planning and Budget Integration Model (PBIM) and committee structure is comprised of the District Technology Committee, the District Education Committee, and the District Facilities Committee. In addition, there is a higher level District Planning and Budget Council which makes recommendations directly to the Chancellor. Each of these four committees includes the appropriate District office Vice Chancellor, a College President, as well as appropriate administrators, faculty, and staff. The goal is to move to more highly supported action meetings with key decision-making milestones, rather than the more frequent discussion-oriented sessions. Through this process the committees and their membership have the ability to actively address District services issues by using well-designed, Standardized, meeting agendas to discern what should be centralized or de-centralized services, equitable budgetary allocations, Standardized academic rigor, meaningful assessment and findings, and impartial attention to facilities and new buildings.

This process acknowledges College planning as the foundation of the PBI committees, recognizing that the Colleges, not the District, are closest to the educational needs of the students. As the first element of the PBI, the Colleges perform Standard program reviews, prepare annual program updates, and develop annual educational and resource plans, requests, priorities, and rankings. During periodic master planning and annual institutional planning, the Colleges develop plans addressing instructional and student services programs; staffing priorities; fiscal priorities; IT and equipment; facilities; and marketing. It is agreed that the planning of the four Colleges must drive District planning, which then drives the provision of District services and budgetary allocations. Most faculty, staff, administrators, and involved students agree that the PBIM is one of the best planning and budgeting integration models the Peralta Community College District has implemented and are in agreement that this model shall continue as an organic and dynamic system open to change and improvement as time and results dictate.

The role of the Education Committee, Technology Committee, and Facilities Committee is to support the Colleges in coordinating their efforts and resolving issues. These committees also provide subject matter expertise in their respective areas by including College representatives with relevant knowledge, responsibility, and experience. These committees are responsible for communicating with their counterpart committees at the Colleges (with intentional cross-membership); thereby, ensuring dialogue and transparency regarding action items at all levels, both horizontally and vertically.

These three committees are charged with developing District-wide recommendations that best serve students and the community using evidence-based processes and criteria.

Therefore, the committees work toward consensus solutions that are based on the results of these processes and a "shared agreement" decision model. Any unresolved issues are sent to the higher-level Planning and Budget Council.

After the August 28, 2009 "Summit," these PBI committees continued to meet nine (9) times during the regular academic year of each subsequent academic year and conduct a self-evaluation to review what worked, what did not work, and what needs improvement. Each new academic year, a planning summit is held wherein each PBI committee addresses their charge, their operating principles, and develops their desired outcomes and milestones, for the year, including reviewing their proposed evaluation instrument.

The overarching Planning and Budget Council is charged with making final PBI related recommendations to the Chancellor. The committee also receives draft policy initiatives and considerations from the Chancellor and makes recommendations on said policies prior to any significant action taken by the Chancellor.

The Planning and Budget Council (PBC) is responsible for providing oversight on the implementation of the District Strategic Plan. The PBC ensures accountability for follow-through on recommendations. The PBC tracks their recommendations and determines which of two results occurs: (1) the recommendation is implemented including any modifications, or (2) the recommendation is not implemented and provides the reasons for not implementing. The PBC also ensures accountability for follow-through on process steps, assuring that constituencies, Colleges, District service centers, committees, etc., perform the agreed upon steps in the process.

While each of the four committees has a chair (the appropriate Vice Chancellor) and a faculty co-chair (and a classified co-chair for the Technology Committee), these four committees also have a meeting facilitator, recorder, and note-taker.

The facilitator works with the chair and co-chair to design the meeting agenda and discussion/decision tools. During the meeting the facilitator's role is to support an effective and timely level of discussion (e.g., promote an appropriate balance of discussion and decision-making). The recorder keeps a record of the main points of the discussion on a flip chart or wall chart. This enables the group to track progress during the discussion. The note-taker has the important responsibility of documenting key decisions, points of agreement and follow-up steps and will be a classified staff support person. Further the note-takers use an agreed upon template for recording the meeting's motions, action items, general minutes, and attendees. This includes the following in column format: Agenda Item; Discussion; Follow-Up Action; and Decision (shared agreement/resolved or unresolved?). All materials from the meetings, including agendas, minutes, and back-up documents are posted on a District Web site. [REF: PBIM-Overview-2014]

College Action Plan: Each year the College has engaged in renewing the processes that support decision making and disseminating information to all College constituencies. The communication tools have been used to sharpen the focus on the processes that are used to support decision making that is based on the institutional goals of the College as well as alignment with those of the District.

The College Catalog represents a step forward in the communication of the College mission, institutional learning outcomes (ILO's), values, vision, and the President's ABC's strategic

initiative. The catalog provides clarification as to how these components relate to the College's Educational Master Plan and what the College has determined as the most critical learning outcomes for each student who engages in some aspect of learning at College of Alameda. The College's catalog is a deliberate step away from the dry reiteration of history that is simply a do-over from catalog to catalog of years past. The College takes pride in its innovative approach to a more relevant and engaging College catalog that is expected to go live as an interactive, online, experience for students and all COA website users in the future.

The College Council, as the central planning body of the College, has a clear sense of purpose. Prior to 2009, fewer than ten people attended College Council meetings. Since then the meetings have been well attended and the membership understands the decision making accountability of the body.

Other College standing committees report a similar response from their constituencies, that is, a renewed sense of focus on institutional change and the effectiveness of the institution in responding to the dramatic changes. A page on the College website entitled, "College Governance," assists committees in viewing updated and archived committee minutes and associated documents. Once again, a standardized minute taking format continues to make writing and reading minutes, motions, and action items a more productive and easier endeavor.

The College meets the Standard.

Recommendation 3:

In order to meet the Commission's 2012 deadline, the College must accelerate its progress in developing and assessing course-level and program-level student learning outcomes and using assessment data for improvement. Further, in order to meet the Standards, the College must also ensure compliance with its program review and unit planning processes and accelerate its progress toward creating a data-driven environment in which continuous assessment is used as a vehicle for institutional improvement (Standards 2A.1, 2A.1.a, 2A.1.c, 2A.2.a, 2A.2.b, 2A.2.e, 2A.2.f, 2B.4).

As the 2009 Team Evaluation report indicated:

> The College of Alameda partially meets this Standard. Although appropriate structures have been put in place for the development and assessment of student learning outcomes at the course and program levels, implementation has been slow and uneven among disciplines. Although much dialogue has taken place, it has focused more on the development of the structures and processes than on movement toward creating a College culture of review and data analysis.

> Currently at the development phase for student learning outcomes, the College needs to focus its energies quickly on consistent and accelerated implementation if it is to achieve proficiency by 2012. Similarly, the College has successfully created program review and unit planning structures and processes that are appropriately linked to its Educational Master Plan and the District strategic planning process, but the focus needs to move from development,

implementation, and evaluation of structures to College-wide compliance and meaningful dialogue on assessment and its relationship to institutional improvement. (page 38)

The visiting team in 2010 noted that the College had made significant progress and was confident that the deadline for 2012 would be met.[REF: Team Evaluation Report]

The College's mid-term report in 2012 confirmed that the levels of SLOs and proficiency would be met by the close of the academic year 2012. In the ensuring three years since the recommendation in 2009 the College had implemented a faculty driven Institutional Effectiveness Committee with the responsibility of assisting all faculty and staff in working with TaskStream. Most importantly widespread institutional dialogue about the results of assessment had made the Student Learning Outcome development process a living reality rather than a checklist operation. During this time the leadership of the College fully aligned College resources in training administrator and faculty leadership. [REF: COA_Midterm_Report_March 15, 2012]

The College meets the Standard.

Recommendation 4:

In order to meet the Standard, and consistent with the recommendation of the 2003 visiting team, the team recommends that the College devote the time and resources needed to complete regular, systematic evaluations for classified professionals, full-time contract faculty, and part-time faculty (Standard 3A.2).

The 2003 visiting team recommended, consistent with the recommendation of the 1999 team, that the College dedicate the time and resources to complete a backlog of management, classified, faculty evaluations. The 2009 visiting team found that the College still had not completed evaluations for classified professionals and part-time faculty.

In the 2012 midterm report the College noted that the College implemented an aggressive plan to complete all delinquent evaluations for classified professionals prior to the end of the fall semester 2009 and reached its goal by fall 2010. The College and District confirmed the need for timely and ongoing evaluations for contract and part-time faculty. In an effort to facilitate this process, a side letter ratifying a Part Time Preference Pool Agreement was agreed upon and included as Article 30-H in the Peralta Faculty Teacher's Handbook. As a result of this agreement and the implementation of more efficient practices within the College, significant progress has been made since 2009 and all part-time faculty, full-time faculty, staff, and administrator evaluations are current and up to date. [REF:

All part-time faculty are evaluated every three years; thus, the managers have developed a three year cycle matrix in the form of a spreadsheet that documents the evaluee, evaluator, evaluation dates, ranking, and whether each of the required documents were completed. College managers worked with the Peralta Federation of Teachers to assure implementation of this revolving schedule was agreeable to all involved. This agreement clearly defines a process of observation and evaluation of adjunct faculty, as well as criteria, that results in the placement of adjunct faculty in a "preferential pool" if they meet all conditions. Additionally, the District has provided a $60 stipend for adjunct faculty who participate on an evaluation

committee. The following outlines the process the College has taken regarding part-time evaluations:

    1. A list of all full-time and part-time faculty is maintained monthly for accuracy.

    2. A determination is made on who would be evaluated; following the contract guidelines:

        a. 1/6 of the part-timers in each department must be evaluated each semester.

        b. Anyone in their first year at Peralta (11-12) is evaluated first; after that, the most senior part-timer(s) get evaluated first.

        3. A comprehensive spreadsheet was developed by College managers in 2010 to completely and accurately document all aspects of the faculty evaluation process and outcomes.

        4. Starting from 2009, the main role of the Department Chair continues to be to maintain vigilance and keep the process on track with support and guidance from the deans and vice presidents. The timeliness and thoroughness of evaluating contract and part-time faculty continues to be a priority for the College. All full and part-time faculty evaluations are current and documented in a 3-year cycle format of evaluation.

All classified professional evaluations are on track and meeting proper dates of completion in alignment with their original hire dates, and following a once per year evaluation cycle. In advance of the month in which the evaluations are due, the Human Resources department at the District office sends a list of the classified professionals to the managers who supervise them.

The College continues to recognize the critical role adjunct faculty play in providing quality education to our students and insuring the smooth operations of the institution; therefore administrators developed evaluation teams with target dates for completion of evaluations. In spring 2009, a side letter was adopted which streamlined this process but required the Department Chairs, not the Deans, to assign faculty evaluators. Working with the Department Chairs has resulted in substantial progress wherein the College is now in full compliance with this Recommendation and requirement.

The College meets the Standard.

Recommendation 5:

In order to meet the Standards, the team recommends that the College advance and refine the implementation of the District-wide computer information system (Standards 3C.1.a, 3C.1.c, 3C.1.d, 4.B.3.b).

    The 2010 visiting team deferred recommendation on the College's satisfactory action on this recommendation as this had become a District level recommendation. A special team

was sent to the District to evaluate this recommendation. The Evaluation team report of the visit on April 12, 2011 stated:

> The evidence provided by the District and the Colleges demonstrates an urgency to resolving this issue. The interviews with College staff affirm that the information provided by the Management System is reliable, timely, user friendly and accurate. The planning is coordinated with the users in mind. The information is understandable, easy to access, and therefore it is trusted by the Colleges and District staff. The progress that has been made is significant according to staff and they have enhanced the student functions to provide greater access.

[REF:COA_Follow_Up_Report_May_20_2011]

The College meets the Standard.

Recommendation 6:

In order to meet the Standards, the team recommends that the College develop, implement, and integrate the College budget development processes with the new District resource allocation model (Standards 3D.2.a, 3D.2.b, 3D.2.d, 3.D.2.g).

Recommendation #6 which was part of the final team report was eliminated from the commission's letter in June 2009. Recommendation #6 focused on the College's integrated budget development process. This recommendation appears to have been folded into Recommendation 1. The College's 2012 midterm report addressed Recommendation 6 by reiterating the actions the College took to respond to Recommendation 1.

District Recommendation

Recommendation 7:

> **The team recommends that the District take immediate corrective action to implement all necessary system modifications to achieve access to a fully integrated computer information management system, including modules for student, financial aid, human resources, and finance. All corrective action and system testing should be completed within two years and the governing board should receive regular implementation progress reports until project completion (Standards 3D.1.a, 3D.1.b, and 3D.2.a).**

The evidence reviewed by the team and through interviews with the College President and faculty leaders demonstrated that the changes at the District have resulted in positive outcomes for College of Alameda. These positive outcomes have greatly assisted the College's integrated planning process, curriculum review and SLO process, student financial aid, and educational planning, as well as up to date financial information on College budgets.

The College meets the Standard.

District Recommendations

The responses to District recommendations include not only those from the 2009 Institutional Self-Study Report, but all District recommendations from the Accrediting Commission for Community and Junior Colleges (ACCJC) since June 30, 2009. Given the number of District recommendations, the recommendations are grouped into categories and responses provided accordingly.

Board and District Administration

2009 District Recommendation 1: Board and District Administration

The team recommends that the District assess the overall effectiveness of its service to the College(s) and provide clear delineation of functional responsibilities and develop clear processes for decision making. (Standard IV.B.1, IV.B.3.a,b,c,f,g).

Response:

Central to addressing this recommendation was the implementation in Fall 2009 of the Planning and Budgeting Integration Model (PBIM) and the District-level committee structure comprised of the District Technology Committee, the District Facilities Committee, the District Education Committee, and the higher level Planning and Budgeting Council which reports directly to the Chancellor. Each of these four committees includes the appropriate District office Vice Chancellor or Associate Vice Chancellor; appropriate District and College administrators; faculty; and staff from the four Colleges and District office service centers. What was noted in 2009, and has proven to be true, is that these committees and their membership are able to actively address District services and through well-designed meeting agendas are able to focus on collaboration between the District office service centers and the Colleges to provide a greater focus on those "services" which are centralized. This structure has provided much clarity regarding District versus College functional responsibilities and provides a clear process for decision making with all final decisions being made by the Chancellor. It should be noted that the Chancellor consults with the Chancellor's Cabinet, formerly the Strategic Management Team, which is comprised of the four College presidents and lead District administrators.

As noted previously when this process was implemented five years ago, it was agreed that College planning is the foundation of the Planning and Budgeting Integration (PBI) process since the Colleges are closest and most responsible for the educational needs of the students and it is the Colleges that are charged with ensuring student success. The first element of the PBI requires the Colleges to conduct program reviews every three years, to provide an annual program update, and to develop annual educational and resource planning priorities. These

efforts are in alignment with the five District strategic planning goals and the annual institutional objectives/outcomes. The Colleges integrate the results of their "subject matter" committees into College planning, e.g. technology committees, curriculum committees, facilities committees, etc. During the annual institutional planning process, the Colleges develop plans addressing: instructional and student services programs; staffing priorities; fiscal priorities; IT and equipment; facilities; and marketing. The planning of the four Colleges must drive District planning which then drives the provision of District services or those services which are centralized.

The role of the Education Committee, Technology Committee, and Facilities Committee is to support the Colleges in coordinating their efforts and resolving issues. These committees also provide subject matter expertise in their respective areas by including College and District representatives with relevant knowledge, responsibility, and experience. These committees are responsible for communicating with their counter-part committees at the Colleges (including possible cross-membership).

As stated when this process began in 2009, these District committees are charged with developing District-wide recommendations that best serve students and the community by using evidence-based processes and criteria. Further, the overarching Planning and Budgeting Council is charged with making recommendations to the Chancellor. The Council often receives draft policy initiatives from the Chancellor in his effort to seek input and recommendations before the Chancellor takes any significant action.

The Planning and Budgeting Council (PBC) is responsible for providing oversight on the implementation of strategic planning and annual institutional objectives/outcomes. In fact, each of the four committees is required to set annual objectives aligned with the strategic planning goals. The Planning and Budgeting Council also insures accountability.

The PBI process begins each year with an all-day off-site Summit wherein all committee members gather and hear from the Chancellor regarding the key issues that need to be addressed during the year. Opportunity is provided for the committees to begin to set their annual objectives and to review the previous year's objectives. The Summit has proven to be a key reminder of the need for District office service centers and the Colleges to work collaboratively, transparently, and accountably – which addresses functional responsibility and decision making.

It is clear that the PBI process provides clarity about decision making and addresses functional responsibilities. One can access committee agendas, committee minutes, committee documents, the results of the annual assessment of the PBI process, and other key materials at the following web site: http://web.peralta.edu/pbi/

In addition to the PBIM process, the Chancellor's Cabinet (prior to July 2012 called the Strategic Management Team) meets weekly. The Chancellor's Cabinet is comprised of the Chancellor; the four Vice Chancellors (Educational Services, Finance and Administration, Human Resources and Employee Relations, and General Services); the Associate Vice Chancellor of Information Technology and the Associate Vice Chancellor of Student Services; General Counsel, the Director of Public Information, Communication and Media; and the four College Presidents. (It should be noted that at the time this response was written the position of Deputy Chancellor and Chief Operating Officer was posted for hire and once

hired this individual would be involved in the Chancellor's Cabinet, as well as the PBI process.) The Cabinet also has added to the clarification about functional responsibilities and processes for decision making. The Chancellor's Cabinet reviews the work and actions of the PBI Committees and addresses topics which may be sent to the PBI Committees for input/feedback. It goes without saying that the ongoing weekly interaction among these Cabinet members facilitates open dialogue regarding all aspects of District planning and District operations.

It should also be noted that during the process of updating Board Policies and District Administrative Procedures, two administrative procedures relevant to this recommendation were approved. AP 2430 Delegation of Authority to the Chancellor's Staff details the roles and responsibilities of District managers who report directly to the Chancellor. AP 3250 Institutional Planning details decision making through the District committee process.

The District has continued to address this recommendation regarding clear a clear delineation of functional responsibilities and having clear processes for decision making. The District/Colleges meet the Standards associated with this recommendation.

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(2010) Recommendation 2: In order to meet the Standards, the team recommends the District evaluate the reporting structure with regard to the inspector general so that the position is properly placed in the hierarchy of the District organization. (Standard IV.B.1.j).

(2010) Recommendation 7: In order to meet the Standard, the visiting team recommends a change in the reporting relation of the Inspector General from the Board of Trustees to the

Chancellor. (Standard IV.B.1.j)

Response:

As reported in October 15, 2010 Follow-Up Report, at the July 19, 2010 Board meeting it was unanimously agreed that the Inspector General position would report directly to the Chancellor. On January 5, 2011, the individual serving in this position resigned from the District. At that point in time the position was discontinued.

This recommendation is fully resolved and the associated Accreditation Standards are met.

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 (2010) Recommendation 3: In order to meet the Standards, the team recommends the District clarify the role of the board members with respect to the work of the District managers. This would include a review of reporting structures, methods for board inquiries, distinction between board policy setting and oversight, and management, leadership, and operational responsibilities for the District. (Standards IV.B.1.d, IV.B.1.j)

(2010) Recommendation 4: In order to meet the Standard, the team recommends the District provide ongoing and annual training for board and management on roles and functions as it relates to District policy and operations. (Standard IV.B.1.f)

(2010) Recommendation 5: In order to meet the Standard, the team recommends the District engage in ongoing discussion about the role of the board and how it serves its trustee role for the good of the District. The role of the board should be reviewed regularly with each board member. (Standard IV.B.1, IV.B.1.j)

(January 2011) Recommendation 1: The team recommends that the 2010 Recommendation 5 be revised to include the following language: The Team additionally recommends that the Board of Trustees continue to redefine the appropriate roles of the Board and its relationship to the Chancellor. The Board of Trustees should also refine and change the roles and charges of the Board Committees so that they also reflect an appropriate role for the Board. (Standard IV.B.1, 3)

(2010) Recommendation 8: In order to meet the Standard, the visiting team recommends a regular review of board roles to assure that the board is relying on the Chancellor to carry out the policy set by the board. (Standard IV.B.1.j)

(2010) Recommendation 9: The team recommends the Board of Trustees and District adhere to their appropriate roles. The District must serve the Colleges as liaison between the Colleges and the Board of Trustees while assuring that the College presidents can operate their institutions effectively. Meanwhile, the Board must not interfere with the operations of the four Colleges of the District and allow the Chancellor to take full responsibility and authority for the areas assigned to District oversight. (Standards IV.B.3.a-g)

Response

2010 Recommendations #3, #4, #5, #8, and #9 and 2011 Recommendation #1 addressed the roles and responsibilities of a community College Board of Trustees. The recommendations

stressed the need for the Board to focus on its role as a policy making body and that the Board act in a manner consistent with its policies and bylaws; that the Board has a means for board development; that the board hires the Chancellor and delegates full responsibility and authority to him/her to implement and administer Board policies without Board interference; and that all other personnel, especially the College Presidents, report to the Chancellor and not to the board. Further, it was stated that Board Committees, which existed at that time, needed to stay within the scope of work of a Board of Trustees and not become involved in the operations of the District service centers and the Colleges.

In 2010, the members of the Board of Trustees engaged in intensive training provided by the Community College League of California (CCLC). The training focused on the roles and responsibilities of the Board and on ACCJC Standard IV. B. Of the seven current elected Board members, six went through this training. As a result of the training, the Board adopted the CCLC document, "Board and CEO Rules: Different Jobs, Different Tasks (2000)." The Board was clear in stating that the Board has authority only to hire and evaluate the Chancellor, and that it assigns the Chancellor responsibility for the operation of the District and the hiring and evaluation of all administrators.

As the Board updated board policies, per an ACCJC recommendation, there were four specific policies adopted in 2011 and one in 2012 that demonstrated the Board's knowledge of their function, purpose, role, and responsibilities. In so doing, the Board demonstrated compliance with accreditation Standard IV.B and full resolution of any previous deficiencies.

Board Policy 2200: Board Duties and Responsibilities references accreditation Standard IV.B.1 and California Education Code section 70902 and in so doing the policies delineate the responsibilities of the Board, especially that the Board "respect(s) the authority of the Chancellor by providing policy, direction, and guidance only to the Chancellor who is responsible for the management of the District and its employees, and delegate(s) the authority to the Chancellor to issue regulations, and directives to the employees of the District."

The Board had eliminated the Board committees that had existed and when revising and updating Board policies and adopted a policy on the Board's ability to meet as a Committee of the Whole (BP 2220) to "gather information, hear from the public, and provide a forum to discuss pertinent issues that may ultimately come before the Board for further discussion and action."

The Board adopted a very detailed policy regarding Delegation of Authority to the Chancellor (BP 2430) and a very clear policy on Board Education (BP 2740).

On November 12, 2013, the Board held a Special Workshop which continued to demonstrate the Board's ability to work within their official role and to work directly with the Chancellor and to delegate full responsibility to the Chancellor. The agenda for the Special Workshop covered Strategic Planning, Board/Chancellor Relations, the Chancellor's Goals, and the Board's Goals and Professional Development.

The minutes from this meeting provide insight into how the Board continues to meet and even exceed accreditation Standard IV.B. The Board spoke about "the open lines of communication they have had with the Chancellor and even thanked the Chancellor for bringing leadership and a sense of calmness to the District leadership" and that they looked

"forward to continuing to move in a positive direction." The Chancellor stated that he "appreciates board members calling (him) before board meetings with any questions they have about the board agenda which streamlines board meetings and (fosters) open communication."

At this November 12, 2103 meeting the Board addressed the fact that "accreditation is fundamental to how we operate." In keeping with Accreditation Standards, board members noted that the focus must be on best practices in the areas of institutional integrity, teaching and learning processes, student support systems, resources, and governance. A trustee alerted his fellow trustees to read through the ACCJC "Guide to Accreditation for Governing Boards." This focus on accreditation demonstrated how far the board has come in their willingness and commitment to meeting and even exceeding Standards in effort to provide for the good of the community and to ensure student success.

In terms of Board Development, at this November 12, 2013 meeting, the Board addressed the "number of workshops and conferences that board members can attend to achieve trustee excellence." The newest member of the board, who currently is vice president of the board, "spoke about the Board's interest in the Excellence in Trusteeship Program presented by the Community College League of California (CCLC). She felt (that) this program was important for the Board to be involved in…. (since) it has a direct relationship in their role as trustees." To date each of the seven elected board members has been very active in the CCLC Excellence in Trusteeship Program.

At this same meeting, the Board began its annual self-evaluation.

As noted, the board continues to take seriously the accreditation Standards and those Standards which address the role of the board of trustees. The board continues to demonstrate that these previous recommendation continue to be resolved and the accreditation Standards are met.

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(2010) Recommendation 6: In order to meet the Standards, the team recommends the board consider regular review of the code of ethics to assure thorough understanding and application of its intent. (Standard IV.B.1,e; IV.B.1.h)

Response

In addressing this recommendation in 2010, the Board conducted a review of the code of ethics, conflict of interest code, and reviewed pertinent ACCJC accreditation Standards, California Government Code, and California Education Code. In September 2010, the Board agreed that within the annual Board self-evaluation they would evaluate themselves in keeping with the code of ethics.

During the updating of board policies and administrative procedures, the code of ethics and conflict of interest were reviewed and significantly updated. BP 2715 Code of Ethics and

Standards of Practice was finalized by the Board at the end of 2012 and AP 2710 Conflict of Interest Disclosure also was approved. At the beginning of 2013, the Board finalized BP 2710 Conflict of Interest and AP 2712 Conflict of Interest Code. All four went through a first and second reading at a Board meeting and it was clear that the Board took these quite seriously.

This recommendation continues to be resolved and the associated Accreditation Standards are met.

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(January 2011) Recommendation 4: *The team recommends that the District continue to address all recommendations from 2009, 2010 and the current visit (November 2010). Although the District has invested substantial effort to address all recommendations, it is incumbent to the District to ensure that these efforts continue and are institutionalized within the District.*

Response

This recommendation has been appropriately placed in each section of the District Recommendations where there are recommendations from 2009 and 2010. The responses in each area continue to show that the Peralta Community College District continues to address all recommendations, including those from 2009 and 2010, as the District assists the Colleges in meeting and exceeding the accreditation Standards.

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 (January 2011) Recommendation 3: The team recommends that the Board of Trustees develop and implement a plan to review all Board policies so that the policies reflect only policy language and that the operational processes for these policies be reflected in a system of administrative regulations (procedures). (Standard IV.B.1.e, IV.B.3)

(June 2011) Commission Recommendation 4: While evidence identifies progress, the District has not achieved compliance with Standard IV.B and Eligibility Requirement #3. Specifically, the District has not completed the evaluation of Board policies to the end of maintaining policies that are appropriate to policy governance and excluding policies that inappropriately reflect administrative operations. Therefore, in order to meet Standards and Eligibility Requirements, the District must evaluate all Board policies and implement actions to resolve deficiencies.

(2012) Commission Recommendation 4:

[In the June 2011 action letter, ACCJC stated the following:]

While evidence identifies progress, the District has not achieved compliance with Standard IV.B and Eligibility Requirement #3. Specifically, the District has not completed the evaluation of Board policies to the end of maintaining policies that are appropriate to policy governance and excluding policies that inappropriately reflect administrative operations. Therefore, in order to meet Standards and Eligibility Requirements, the District must evaluate all Board policies and implement actions to resolve deficiencies.

[In the July 2, 2012 letter, ACCJC updated the recommendation:]

The District has revised a significant number of its Board Policies. This project needs to be completed so that all policies are reviewed and revised as necessary by March 15, 2013.

Response:

As reported in the March 15, 2013 Follow-Up Reports filed by the four Colleges, the District has reviewed and revised all Governing Board policies and District administrative procedures. The District, under the leadership of the Governing Board and the Chancellor, adopted a comprehensive approach to policy and procedure review through the utilization of the Community College League of California (CCLC) framework for policies and procedures. This approach involved renumbering and transitioning the existing District Board Policy Manual to the CCLC framework, eliminating any unnecessary policies and procedures, as well as adopting some new policies and procedures. It should be noted that 68 of the 72 California Community College Districts use the CCLC approach to Board policies and District administrative procedures.

Since the submission of the March 15, 2013 Follow-Up Report and the review by an ACCJC Evaluation Team in April 2013, the Peralta Community College District continues to use the CCLC approach to updating and revising board policies and District administrative procedures. With Update #22 (June 2013), the District revised/updated four policies and ten administrative procedures. With Update #23 (October 2013), the District revise/updated seven policies and six administrative procedures. Additional administrative procedures have been updated given the many procedural changes in keeping with California Community Colleges Student Success and Support Act. At the time this response was being written, the District had engaged in reviewing and updating the specific policies and procedures associated with CCLC Update #24 (April 2014). It is anticipated that there will be an Update #25 (October 2014), which the District will work with.

This recommendation continues to be resolved; there is an ongoing process now for reviewing and updating board policies and District administrative procedures; the Standards continue to be met.

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Technology

2009 District Recommendation 2: Management Systems

The team recommends that the District immediately resolve the functional issues associated with the implementation of the District-wide adopted software management systems for student, human resources, and financial administration. (Standards III.C.1.a, III.C.1.c, III.C.1.d, and IV.B.3.b)

(January 2011) Recommendation 4: The team recommends that the District continue to address all recommendations from 2009, 2010 and the current visit (November 2010). Although the District has invested substantial effort to address all recommendations, it is incumbent to the District to ensure that these efforts continue and are institutionalized within the District.

Response

This Management Systems recommendation initially was addressed in the College Follow-Up Reports submitted March 15, 2010 (and the number assigned to the recommendation differed in the College letters) and was further addressed in the District Follow-Up Report submitted October 15, 2010. This clearly was a District-level recommendation since the District Office of Information Technology was and is responsible for the management of the enterprise management system, PeopleSoft.

The PeopleSoft system was purchased in 2004/2005 and while various financial modules were implemented in 2005, the student administration system and other non-finance modules were implemented in November 2007 (it went "live" in April 2008). Because of the experience in implementing various financial modules, the District hired RWD Technologies to provide a change management strategy to assist in the move from the legacy system to PeopleSoft. RWD provided a successful approach and provided a method to address problems experienced by front-end users as the transition was made. As noted in 2010, the move from a "data storage" system to a "process control" system created a major shift for end users.

However, when RWD Technologies services were discontinued, their process was not maintained/ continued in an effective manner and there was frustration and complaints, since it was not always clear as to who was in charge. RWD had used a clear project governance system, defined leadership roles and expectations, structured leadership to own projects across the Colleges, and provided clear reporting on project status. And so to address this accreditation recommendation, a decision was made to implement a structure in keeping with the RWD process and to communicate this widely throughout the District as a means to addressing functional issues and implementation of additional non-financial modules.

The PeopleSoft Resolution Team (PRT) was established and is currently chaired by the Director of Enterprise Services. The PRT is the coordinating body that identifies critical implementation functions and the PRT members are kept up-to-date on the implementation of new PeopleSoft modules. The PRT meets monthly and are thus provided monthly updates and an opportunity for monthly input to the Director of Enterprise Services. The PRT's essential charge is to identify and prioritize the ongoing and new functionality issues or needs, monitor the resolution of identified issues, and receive status reports from the Office of Information Technology. Within the current Planning Budgeting Integration (PBI) Model, the PRT provides regular status reports to the District Technology Committee.

There is a PeopleSoft Resolution Team web site: http://web.peralta.edu/prt/ On the front page of the web site it notes that "The PeopleSoft Resolution Team offers an institutional forum to facilitate discussion and deliberations related to the District's PeopleSoft database and associated applications. An expression of participatory management practices, the PRT's administrative procedures are outlined below (PRT Administrative Procedures). The team also serves as a repository for all of the projects and issues handled by numerous functionality teams whose documents appear in the navigation on the left."

There also is a Footprints ticket method now for submitting online requests needing Tech Support, http://helpdesk-dit/footprints/customer.html As noted on this web page, one can submit, edit, and check on the status of each tech support request. Also, the Help Desk puts out a weekly report on completed projects which are posted on the web page.

Increased staffing available to assist with PeopleSoft modules and PeopleSoft issues has been important. There is a Director of Enterprise Services; two Application Software Analysts; two Senior Application Software Analysts; one Senior PeopleSoft Database Administrator; one Enterprise Resource Planning Project Manager; and five analysts in specific areas who review specific PeopleSoft modules (Research, Student Finance, Curriculum, Financial Aid, and Admissions & Records).

During 2013-2014 academic year there was a specific emphasis of moving from the financial aid module in the legacy system to the financial aid module in the PeopleSoft system. The project was assisted by a consultant. There was active involvement of appropriate financial aid staff. The PeopleSoft financial aid module was implemented successfully and ongoing review and training will be provided.

The issues related to this 2009 recommendation remain resolved and the Standards are met.

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Human Resources

(2010) Recommendations 1: In order to meet Standards at all times, all personnel selection actions must adhere to the established policies and procedures. (Standard III.A.1.a)

(January 2011) Recommendation 4: The team recommends that the District continue to address all recommendations from 2009, 2010 and the current visit (November 2010). Although the District has invested substantial effort to address all recommendations, it is incumbent to the District to ensure that these efforts continue and are institutionalized within the District.

Response:

This 2010 recommendation came as a result of the creation of the Inspector General position, which reported to the Board (and has since been eliminated), and the creation of the Vice Chancellor of Human Resources position which caused confusion among constituencies as to the process in creating a new position. As noted by the visiting team, "Direct operational control of the District should be handled by the Chancellor rather than by members of the Board acting individually as though they speak for the entire board."

As reported in the October 15, 2010 Follow-Up Report, in July 2010 the interim Chancellor was extremely clear with the Board that he and he alone reported to the Board, that the Board had a limited role in personnel selection, and that Board training (which happened) would be essential to help the board better understand their role and responsibilities. The current Chancellor and the Board have an effective working relationship and the Chancellor is the only employee who reports to the Board.

With the review and updating of board policies and District administrative procedures all personnel or Human Resources policies and procedures were updated. These board policies and District administrative procedures are being adhered to. Those pertinent to this 2010 recommendation include the following:

Board Policy 7120 Recruitment and Hiring

Board Policy 7210 Academic Employees

Board Policy 7230 Classified Employees

Board Policy 7240 Confidential Employees

Board Policy 7250 Academic Administrators

Board Policy 7260 Classified Managers

Administrative Procedure 7121 Faculty Hiring

Administrative Procedure 7123 Hiring Procedures for Regular Academic Administrators and

 Classified Managers

Administrative Procedure 7125 Hiring Acting and Interim Academic and Non-Academic

 Administrators

This recommendation remains resolved and the Accreditation Standards are met.

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Financial Resources

2009 District Recommendation 3: Financial Resources and Technology

The team recommends that the District take immediate corrective action to implement all appropriate controls and necessary MIS system modifications to achieve access to a fully integrated computer information management system, including modules for students, financial aid, human resources, and finance, in order to assure financial integrity and accountability. All corrective action and system testing should be completed within two years and the governing board should receive regular implementation progress reports until project completion. (Standards III.D.1.a, III.D.1.b, and III.D.2a).

(January 2011) Recommendation 4: The team recommends that the District continue to address all recommendations from 2009, 2010 and the current visit (November 2010). Although the District has invested substantial effort to address all recommendations, it is incumbent to the District to ensure that these efforts continue and are institutionalized within the District.

Response:

This recommendation was last responded to in the April 1, 2011 District Follow-Up Report and the April 2011 Visiting Team noted that hiring a Director of Enterprise Services to manage the PeopleSoft system was key to resolving this recommendation. This position has been sustained and as noted by the April 2011 Visiting Team, the Director of Enterprise Services focused on the issues identified by the 2009 Visiting Team. The Commission viewed this recommendation as having been fully resolved.

The District continues to upgrade and support the modules within PeopleSoft to allow for accurate and timely financial reporting. During the last fiscal year, the human resources and student finance module were upgraded and the Student Financial Aid Module was implemented. The full implementation of the Student Financial Aid module was completed in August 2014 and this module has been welcomed by students and those who work in the Office of Financial Aid at the District and at the four Colleges. Another improvement to the PeopleSoft system is the use of the electronic personnel action request since it provides for position control and electronic oversight of the financial transactions associated with the requested position. The Electronic Content Management feature is being implemented and is important to the work of Accounts Payable. Trust and agency funds have been moved from

the Legacy system to the PeopleSoft system, which provides a better method of oversight and management of these funds.

The Colleges have the ability to access and run all of their financial information, as all of the College Business Managers have the capacity to run their financial statements at any time during the fiscal year. The College Business Managers have access to the General Ledger to allow for inquiry and report processing as needed. The Vice Chancellor of Finance and Administration, the College Business Managers, and the Associate Vice Chancellor of Information Technology meet on the first Thursday of every month for ongoing assessment of the PeopleSoft financial management functions providing for an ongoing discussion of how to improve the system and continue the dialogue regarding effective electronic budget management. These monthly meetings will be important as the District moves to upgrade the financial management modules to PeopleSoft version 9.0 during the 2014-2015 academic year. It should be noted that this upgrade is a priority in the District Information Technology Strategy plan.

This recommendation remains resolved and the associated Accreditation Standards continue to be met.

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(January 2011) Recommendation 2: The team recommends that the District continue to monitor its progress toward meeting the issues listed in the Corrective Action Matrix. In particular, the District needs to plan to address the OPEB bond and to be evaluated on keeping to its 2010-2011 budget. (Standard III.D.1,2,3)

(June 2011) Commission Recommendation 1: The District has identified several options to address the OPEB liability without stating which option it intends to pursue. In accordance with Standard III.D.1, b and c, and Eligibility Requirement #17, the District needs to identify the amount of obligation that currently exists as a result of the activities related to the OPEB loss and establish a plan and timeline that reflects how the District will pay off any liability that may have resulted from the OPEB bonds.

(Special Report 2013) The District shall provide a report that clearly states the District's plan for funding its OPEB obligations, including an assessment of the OPEB bonds and the increasing debt service required (Accreditation Standard III.D.3.c)

Response:

Two previous District recommendations required that the Peralta Community College District address OPEB obligations and the liabilities associated with the District OPEB

bonds. Further, in 2013 the Peralta Community College District was required to file a special financial report that provided the District's plan for funding its OPEB obligations.

The special financial report which was filed with ACCJC on April 1, 2013 (http://web.peralta.edu/accreditation/files/2010/03/Peralta-4-1-13-Special-Report-to-ACCJC-Final.pdf) provided details from the OPEB Substantive Plan (December 2012; updated September 2014) (http://web.peralta.edu/trustees/files/2011/08/Substantive-Plan-SR.pdf). Both documents should be referenced for full detail that was previously provided to demonstrate and continues to demonstrate that the District has been addressing and continues to address OPEB obligations and liabilities and the District OPEB Bonds. The OPEB Substantive Plan fully addresses the issues that were cited by ACCJC. The District has a Retirement Board (http://web.peralta.edu/trustees/board-committees/retirement-board/) which meets regularly to provide oversight of OPEB bonds and planning and to review investment portfolio updates.

Beginning in fiscal year 2011, the District made substantial and critical changes on how it valued and funded its OPEB liabilities and debt. In order to manage and reduce liabilities, the District: successfully negotiated with collective bargaining units to place maximums or caps on District paid health benefit plans, implemented a OPEB charge that brought new revenue into the OPEB trust, changed the investment policy statement such that it matches the targeted rate of return with the OPEB liability, and restructured the program oversight to one that provides more transparency and accountability. As a direct result of these accomplishments the actuarial value of the OPEB liabilities had decreased $39 million by April 2013, trust assets had increased by $50 million and related debt service had been held to approximately 5% of the Unrestricted General Fund. It was determined that over time all debt service would be funded out of trust assets that are in excess of the actuarial liabilities. The current actuarial determined liability is $174,703,920 million compared to trust assets of $218,549,849 million. A new actuarial study will begin in November 2014 and will be completed by March 2015. Over time as the difference between the liabilities and trust assets widens, the assets in excess of the liabilities will be used to fun partially or fully the related debt service. As the evidence to date suggests, the District's plans have been successful and over the next 25 years are projected to fully fund all associated liabilities. Please refer to Standard III.D.1.c. and III.D.1d. for additional information.

This recommendation remains resolved and the associated accreditation Standards continue to be met.

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(Special Report, November 2009) The District was required to file a report by March 15, 2010 requiring responses to specific audit findings in the 2008 audit: OPEB liabilities, Oversight and Monitoring (2008-1), Financial Accounting System Procedures (2008-2), Information Systems (2008-3), Bursar's Office and Trust Fund Reporting Changes (2008-8), Accounts Payable/Purchasing Functions (2008-11), and Using Associated Student Body Fund to Account for General Fund Reserves (2008-18).

(June 2011) Commission Recommendation 2: In accordance with Standard III.D.2.a, c, and g and Eligibility Requirement #18, the District needs to resolve outstanding audit findings identified in the Department of Education letter dated May 20, 2011 referring to Audit Control Number (CAN) 09-2009-10795. That letter identifies the findings for each of the four Colleges as those findings relate to Department of Education areas of funded programs including Title IV and Financial Aid. Additionally, the District should resolve all audit findings in the Vavrinck, Trine, Day, & Co. LLP, Certified Public Accountants' audit reports for years 2008, 2009, and future audit reports issued after the date of this recommendation.

(2012) Commission Recommendation 2:

[In the June 2011 action letter, ACCJC stated the following:]

In accordance with Standard III.D.2.a, c, and g and Eligibility Requirement #18, the District needs to resolve outstanding audit findings identified in the Department of Education letter dated May 20, 2011 referring to Audit Control Number (CAN) 09-2009-10795. That letter identifies the findings for each of the four Colleges as those findings relate to Department of Education areas of funded programs including Title IV and Financial Aid. Additionally, the District should resolve all audit findings in the Vavrinek, Trine, Day, & Co. LLP, Certified Public Accountants' audit reports for years 2008, 2009, and future audit reports issued after the date of this recommendation.

[In the July 2, 2012 letter, ACCJC updated the recommendation:]

Although the District has resolved a significant number of the audit findings from prior audits, a number of audit findings remain unresolved. The remaining audit findings need to be resolved by March 15, 2013.

(Special Report 2013) The District shall provide excerpts from the 2011/12 audit report showing that the District has addressed the multiple 2010/11 audit findings, especially those that were repeated from prior years. If the report shows that the District has not resolved the persistent findings, the District should submit a plan that demonstrates how the findings will be resolved (Accreditation Standard III.D.3.c)

Response:

These recommendations address audit findings and the focus of the recommendations is the requirement that specific audit findings be resolved and that the District should have a plan for resolving audit findings.

In November 2009, the Peralta Community College District was required to submit a Special Report addressing seven specific audit findings: OPEB liabilities (which became a separate recommendations as noted above); District internal control structure (internal control system, oversight and monitoring, financial accounting system procedures, information systems, bursar's office and trust fund activity reporting changes, accounts payable/purchasing functions) and Associated Student Body Fund to Account for General Fund Revenues. All of these audit findings were from the June 30, 2008 independent audit report, some of which were repeated from the 2007 audit report. The Peralta Community College District filed the report with ACCJC on April 1, 2010. It was with this report that the Peralta Community College District began a Corrective Action Matrix approach to addressing audit findings. As the visiting team in November 2010 reported, "the matrix is a detailed plan which lists the corrective actions….for audit findings… The matrix lists the responsible party, due date, status, and related systematic integration." All of these audit findings have been resolved and continue to remain resolved.

The Peralta Community College District Office of Finance continues to use a Corrective Action Matrix (CAM) as a plan of action/method for addressing any and all audit findings. As noted by the November 2010 visiting team, for each audit finding the CAM lists the needed Corrective Action, the Responsible Point Person for resolving the audit finding, the expected due date for resolving the audit finding, a listing of the Status of the resolution of the audit finding (which is updated until resolved), and the Systematic/Source Integration.

A Commission recommendation in June 2011, which was repeated as a Commission Recommendation in June 2012, with the addition that all audit findings from prior audits had to be resolved by March 15, 2013, required that all audit findings to that date in time be resolved by March 15, 2013. Further, the Peralta Community College District was required to submit a Special Financial Report on April 1, 2013. The Special Financial Report essentially was similar in content to the June 2011/June 2012 Commission recommendations. The visiting team report dated April 2013reported that "the number of audit findings has been reduced from 53 as of 6/30/2009 to 8 as of 6/30/12. Of those 8, only four are from the prior year. The remaining 49 finding have been cleared." The July 3, 2013 Commission action letter noted, "the Peralta Community College District has resolved most of the 53 audit findings and is well on the way to resolving the remaining few. The District has also developed and implemented a plan to fund the Other Post-Employment Benefits (OPEB) Obligations." Of those eight (8) audit findings from June 30, 2012, five (5) were repeated in the June 30, 2013 findings: Time and Effort Reporting, Financial Reporting (one program), Equipment Management, Concurrent Enrollment, and CalWORKs Reporting. As of the time of the writing of this response, these five (5) have been resolved and the June 30, 2014 audit report will substantiate this conclusion.

Detail regarding independent audits and that "responses to external audit findings are comprehensive, timely, and communicated appropriately" can be found in Standard III.D.2.a and Standard III.D.2.b of this Institutional Self-Evaluation. Independent audit reports can be found at the following website: http://web.peralta.edu/business/finance-contacts/annual-financial-reports/ . The most current corrective action matrix (September 21, 2014) is available at this website: http://web.peralta.edu/business/files/2014/09/PCCD-CAM-June-30-

2013-to-September-21-2014.pdf . At the time of the March 2015 site visit, the 2014 independent audit report will be available, as well as an updated Corrective Action Matrix.

These recommendations are resolved and the associated Accreditation Standards continue to be met.

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(June 2011) Commission Recommendation 3: While evidence identifies progress, the District has not achieved compliance with Standard III.D and Eligibility Requirement #17. Specifically, the District has not achieved a long-term fiscal stability related to resolution of collective bargaining agreements on compensation and postretirement benefits. Therefore, in order to meet the Standards and the Eligibility Requirements, the District must assess its fiscal capacity and stability and implement actions to resolve the deficiencies.

(2012) Commission Recommendation 3:

[In the June 2011 action letter, ACCJC stated the following:]

While evidence identifies progress, the District has not achieved compliance with Standard III.D and Eligibility Requirement #17. Specifically, the District has not achieved a long-term fiscal stability related to resolution of collective bargaining agreements on compensation and post-retirement benefits. Therefore, in order to meet the Standards and the Eligibility Requirements, the District must assess its fiscal capacity and stability and implement actions to resolve the deficiencies.

[In the July 2, 2012 letter, ACCJC updated the recommendation:]

The District has secured modifications to the collective bargaining contracts resulting in a soft cap on retiree benefits. The District must demonstrate its ability to maintain its fiscal stability over the long term (beyond three years) and assess the impact of the new revenue achieved through the passage of the parcel tax.

Response:

In the March 15, 2013 College Follow-Up Reports, the Peralta Community College District was able to report that the District had maintained fiscal accountability, stability, and solvency for fiscal years 2010-11, 2011-12, and 2012-13. This now also is true for fiscal year 2013-14.

The 2013 reports emphasized various strategies that were key to fiscal stability and those continue to be foundational to ongoing fiscal stability.

- The District negotiated with all three collective bargaining units a variable rate cost cap on District paid medical and health care benefits.
- The District has in place a monthly financial reporting process through which monthly financial reports are disseminated and thus provide the District with the

capability to continuously monitor and assess its fiscal capacity. In fact, since March 2013, each College has been able to run its own financial reports and monitor funds.

- The District implemented new Board policies and District Administrative Procedures that establish minimum Standards and accountability for budget preparation and funding.
- The District has a revised District Budget Allocation Model (BAM) that was initially implemented in fiscal year 2012-2013 and continued to be reviewed and addressed in fiscal year 2013-14, and will be monitored again in 2014-15.
- The District successfully had voter support to pass the Measure B- Parcel Tax which provides additional revenue for eight years-- $7,682,155 (2012-13) and $8,053,384 (2013-14) and for 2014-2015 $8,055,785 has been budgeted.
- The District continues to build a strong reserve which was at 12.36% at the beginning of fiscal year 2014-2015 and the District is doing so to offset the Parcel Tax when it expires. In 2012-2013, $2.8 million was added and $1.3 million in 2013-2014.

As can be seen, the District is taking the issue of fiscal accountability, stability, and solvency seriously and engaging in all possible methods to address this need.

This recommendation remains resolved and the associated Accreditation Standards continue to be met.

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Actionable Improvement Plan

In College of Alameda's 2009 Self Study, forty-seven improvement plans were identified by College faculty, staff, administrators, and students. Since then, all plans have been addressed. Ninety per cent of the plans were accomplished by building annual processes into the governance structure of the College. Other plans were completed or changed to meet changes in conditions during the six year interval.

ACTION PLAN COMPONENTS	COMPLETION/ APPROVAL DATES	ACTION
STANDARD I A: MISSION		
IA: Processes that provide clarity, consistency, transparency and accountability, and evidence- based practice: The College, led by the College Council, will formally review the mission statement as part of the overall planning process at least once every six years. COA will revise the statements as needed, using evaluation tools such as learning outcomes, student success rates, and basic skills data. In addition, the College plans to incorporate new data analysis as it become available to reflect the changing	Every three years: 2011	April 27, 2011 Review of Mission/Vision and Approval of ILOs

Accountability for completion: College Council (President)	2014	
STANDARD I B: INSTITUTIONAL EFFECTIVENESS		
IB: Primacy of Teaching and Learning: COA institutional identity needs clarification. At the direction of the President, the appropriate College body (i.e. College Council, Accreditation Committee) should initiate a focused discussion by relying on results of recent efforts on innovation and institutional identity by various committees and workshops including, but not limited to: the Student Success Initiative (SSI) and Basic Skills Committee (CLASS), Curriculum Committee, the Spring 2009 Skills Retreat. Suggestions for institutional identity include: civic engagement and service learning, sustainability or green curriculum, and an emphasis on basic skills. This process will then include increasing active outreach and dialogue with both the College and local communities to achieve a cohesive institutional identity with which the faculty would be willing to identify and to which students are drawn for a successful learning experience. Accountability for completion: College Council (President)	2012	Open Forums conducted 2010-2012 Institutional Goals & Action Priorities approved bi-annually 2010, 2012, 2014 (pending) Learning Reconsidered/Learning College theme adopted 2010.
IB: Communication: Resolve crucial and ongoing problems related to the following: publication and communication of all planning documents; revisions of policies and procedures; and accessibility and usability of the new web service. To further maximize public notification and campus dialogue, reporting-back mechanism between managers, faculty, and staff, by way of committee and shared governance structure, should be consistently and promptly utilized.	Annually, on-going	President's Newsletters and e-mails Shared governance committee agendas & minutes posted

		Open Forums College retreats New web platform adopted 2012 Web Page Governance Link
Accountability for completion: College Council (President)		

IB: Shared Governance, Processes that provide clarity, consistency, transparency and accountability: Clarify governance structure, especially procedural approval of recommendations; insure focused dialogue in the policy/budgetary decision-making process and between the various recommending and decision- making bodies.	Academic year 2009-10	Web Page Governance Link Email distribution & Posting of minutes Planning process adopted 2009 Established Institutional Effectiveness Committee Spring 2010
Accountability for completion: College Council (President); Academic Senate		
IB: Evidence-based practice: Institutionalize a cycle of systematic measures that are tied to objectives with measurable outcomes that are reported annually and measured against baselines that are informed by research data.	Annual, on-going	2010 established Annual Program Updates (Unit Plans) Integrated Planning and Budget (IPB) model adopted December 06, 2009
Accountability for completion: College Council (President)		
STANDARD II. A: INSTRUCTION		
IIA: Processes that provide clarity, consistency, transparency and accountability: Student learning outcomes are a new practice at COA. In order for the outcomes to be of value to the institution, there needs to be clarity of process and consistency in practice. The following definitions, processes, and chains of accountability need to be determined regarding the development, application, analysis, and assessment of student learning outcomes that are interwoven with institutional outcomes: • Responsibilities and accountability of instructors for course and programs outcomes; • Responsibilities and accountability of department chairs, department directors, and Deans for initiation and completion of outcomes; • Scope, responsibilities, and accountability of the SLOAC; Scope, responsibilities, and accountability of the Curriculum Committee (including updating of courses, vocational certificate programs and other programs). Accountability for completion: College Council (President), Academic Senate	2012	Major re- organization has taken place since spring 2010 when IEC was established Ongoing workshops for staff, faculty & administrators have occurred so that the level of proficiency could be reached President's *Learning Reconsidered* adopted Sept 2010

IIA: Processes that provide clarity, consistency, transparency and accountability: Although planning processes at COA have been initiated and practiced, further refinement of these processes are needed to reduce confusion and redundancy. Timely feedback with regard to these planning documents is essential. When written procedures are completed, they will be well- communicated, with training as appropriate. • Written and clear procedures regarding the content of unit plans, integrated budget plans, and program reviews are critical. If the planning processes are completed as described, then during any cycle, >80% of units will have unit plans, budget plans, and program reviews completed and done to specifications.	12/2010	Completed 5 years – of Integrated Planning & Budget process Beginning FY2009-10 Continuously improved unit plans now called Annual Program Updates Refined and completed Program Reviews
Accountability for completion: College Council (President), Academic Senate		
IIA: Evidence-based practice: To ensure quality practice, COA uses empirical evidence to evaluate, analyze, assess, and restructure learning modalities. Student learning outcomes are used for courses, programs, student service, and other departments and the institution. To effectively incorporate the research data, education and goal setting for faculty and staff must be available and attainable. Hallmarks of this program will include: • A commitment and investment from the institution in support of evidence-based practice	By 12/10, initial changes in educational content and institutional procedures based on evidence completed.	12/08, SLO coordinator identified 5/09, educational workshops offered on writing, assessing, and analyzing SLOs.

- SLO workshops to assist faculty in writing and assessing SLOs. - All SLOs need to be completed and included in all syllabi. - Education and assistance with analyzing SLOs for course, program, and degrees - Rewriting and reworking course/program content to reflect improvements based on evidence - Sharing of findings in a holistic manner for disciplines, programs, departments, divisions, and the institution. - Substantive change based on outcome analyses (reports) and the impact of findings on general education requirements and College practices and procedures. - Integration of course and program SLOs, alignment with institutional learning outcomes (ILOs), and appropriate identification of assessment measures. - Complete comprehensive learning outcomes for General Education and develop an assessment for general education courses.		By 12/09, written guidelines concerning sharing of outcome findings will be available and will have been acted upon. been completed and syllabi are reviewed every new semester to assure SLO's are included and printed in every syllabus. This is required of all syllabi. All course and program level SLO's complete as of end of Spring 2011, 100% All assessment plans and findings 100% completion fall 2012
Accountability for completion: Vice President of Instruction, Vice President of Student Services		
IIA: Limited Resources: College of Alameda will urge the District to purchase a software package, such as Schedule 25, to help in scheduling classes across the District.	Recommendations to CIPD and District Technology Committee made by 5/2009.	Since the identification of the outcome of this planning agenda item, the Business Intelligence tool has proved to be useful in terms of tracking the type of data needed to
Accountability for completion: Curriculum Committee and Vice President of Instruction		
IIA: Maintenance of Effort, Stability of Administration and Continuity of Practice: The job placement of students in vocational programs should be tracked at the College and District level.	2010	Ongoing process
Accountability for completion: Department chairs and Curriculum Committee; District Office of Institutional Research	On-going informal tracking at department/ program level	District Office of Institutional Research data page has employment information
STANDARD IIB: STUDENT SUPPORT SERVICES		

IIB: Communication: The Student Services Division has the following needs for improved communication: • Develop communication methods and signage that are culturally sensitive and that serve all constituents, with attention to non-English languages. • Plan and develop a protocol so that information flows in a systemic and sustainable manner from unit plans, program reviews and evidenced-based practices to Student Services Council, to the BSI/SSI Committee, and to College Council, to form a basis for holistic planning within the department and the College and to contribute to institutional effectiveness. • Improve awareness of the College Catalog Supplement to assure accurate and consistent communication of information.	2010	College Catalog includes multiple languages to address the population we serve Student Services maintains an annual list of staff who speak languages other than English. Catalog supplements are posted on the College's website for ease of access Regular meetings of Student Services Council and A Building committee
Accountability for completion: VPSS with the Student Services Council		
IIB: Evidenced-based practice: • Develop and maintain the use of accurate and well-planned research to augment and sustain evidence-based planning for programs and services, including budgeting for necessary research. • Collaborate with the Student Learning Outcomes Assessment Committee (SLOAC) to continue developing and refining student learning outcomes.	2010	Research data provided by the District Office of Educational Services online via the Business Intelligence Tool (BI Tool) and is used to analyze and complete APU and program reviews. IEC was created as successor to SLOAC.
Initiator: Department Chairs and Coordinators Collaborator: SLOAC, District Office of Institutional Research Accountability for completion: VPSS		
IIB: Processes that provide clarity, consistency, transparency and accountability: The responsibility for development and review of the Catalog needs to be officially designated.	2010	Catalog Committee established, and 2011-2013 and 2013-2014
Accountability for completion: VPI and Catalog committee		

IIB: Limited resources: The Student Services Division finds a need for human and physical resources. These requests are delineated in the Educational Master Plan and unit plans. These requests should be filled as resources allow. Some examples of current requests are: • FTE Articulation Officer • Counselors, • Financial Aid staff • General outreach position	An assessment will be made yearly, at the end of each spring semester.	Integrated Planning & Budget District-wide review based upon input from College IPB process was developed approved and implemented, process of resource request assessment ongoing since 2009. Active reorganization has been on-going to respond to budget challenges. The move to the Welcome Center in 8/09 has streamlined student services.
Accountability for completion: College Council (President)		
IIB: Better Integration of College and District Functions: The new PASSPORT system needs to be responsive to the needs of the end-users. There should be an on-going cycle of evaluation and improvement.	An assessment will be made yearly, at the end of each spring semester.	Business Readiness Teams established in 2008, and are ongoing, as well as PBI District Tech Committee, to inform IT & Passport needs
Initiator: VPSS Collaborator: Associate Vice Chancellor of Student Services, Department Chairs and Coordinators Accountability for completion: Student Services Council		
STANDARD IIC:		
IIC: LIBRARY: Maintenance of Effort, Stability of Administration and Continuity of Practice District librarians will conduct selection and migration process for a new integrated Library system, necessitated by the recent announcement that development of the Horizon system will be discontinued after the 7.4.1 release.	Completed:2011	New District-wide Library system installed in 2011
Accountability for completion: District Financial Planning, Head Librarians Group		
IIC: LIBRARY: Maintenance of Effort, Stability of Administration and Continuity of Practice, Limited Resources: *Memorandum of Understanding* with managers to recognize the need for stabilized minimum, or "maintenance of effort" budget each academic year,	2012, and first completed collections update cycle 2017	2010 - Funding stabilized through PCCD Foundation grants, Measure A bond funds and
including additional funding for intersession and summer sessions. This MOU should include stable, continued funding including grant development, for update of print and e-book and multimedia-collections within 10 year goal cycle beyond current Measure A bond funds.		external grant funding sources
Accountability for completion: Head Librarian, VPI		

IIC: LIBRARY: Primacy of Teaching and Learning: Plan for redesign and restructuring of reference services into reference/classroom area and instructional "smart classroom" lab for teaching information competency. Implementation of Audio-Visual Center Collections Project including Listening Viewing Center; expand library classroom and reference instruction (in-house and "infused librarian"). Accountability for completion: Head Librarian, VPI	Completed:2011	Smart Classrooms installed in the Library fall 2011. Other library instruction expansion planned for new Library.
IIC: LRC: Limited Resources: Update and increase LRC specialized textbooks/reference materials; develop funding for more specific resources/workshops/programs, including online and 24/7 type tutoring assistance for all students.	Review annually, completed 2015	Ongoing, reserve collection augmented by faculty donation and PCCD Foundation grants
Accountability for completion: LRC Coordinators, VP Instruction		
IIC: LRC: Maintenance of Effort, Stability of Administration and Continuity of Practice Work with administration, faculty, the IT department, as well as publishers of software to advise, update and improve software in all the labs.	An assessment will be made yearly, at the end of each spring semester.	Annual cycle of faculty and IT review and implementation of software upgrade is ongoing
Accountability for completion: LRC Coordinators, VP Instruction		
IIC: LRC: Primacy of Teaching and Learning, Communication: Increase usage, and explore new ways of delivering LRC materials, print and digital, in of all academic labs in the LRC via greater faculty involvement and increased course linkage to the labs. Development in this area depends on available funding. This development would include development of the LRC website. Accountability for completion: LRC Coordinators, VP Instruction	An assessment will be made yearly, at the end of each spring semester.	Ongoing, annual assessment cycle is part of APUs Expert faculty trained in Basic Skills assessment, andrological strategies are employed in LRC to aid student success
STANDARD IIIA: HUMAN RESOURCES		
IIIA: Primacy of Teaching and Learning: In cooperation with the College Staff Development Committee, District Staff Development should ensure that professional opportunities are rigorously evaluated and assessed for appropriate application of academic Standards.	2014	Ongoing assessment and evaluation, which informs and results in future workshops and activities

Accountability for completion: Academic Senate; Staff Development committee		
IIIA: Limited Resources: Additional permanent streams of funding should be developed for staff development. Models from other PCCD Colleges should be investigated. Accountability for completion: President, Academic Senate, Staff Development Committee	2014	Staff development has been reorganized so that funds are spent, less on expensive conferences and more on group training
IIIA: Communication, Processes that provide clarity, consistency, transparency and accountability: The Office of Human Resources will continue to provide ongoing training sessions in the area of recruitment and selection, continue to develop procedures, guidelines, and improve communication to help expedite the hiring process, and together with appropriate constituencies develop a master training calendar. Accountability for completion: VPI, VPSS, College Council (President)	2012	Board Policies and Administrative Procedures currently being updated and systematically approved through District PBI process– anticipate completion by 2012
IIIA: Processes that provide clarity, consistency, transparency and accountability: Existing procedures for classified evaluations should be clarified, consistently applied, and communicated effectively. Accountability should be determined for conducting and completing classified staff evaluations.	2010	Faulty process established in 2008/09, currency has been maintained. Administrative &
COA deans and vice presidents will document that a good-faith effort has been made to clarify the classified staff evaluation process; evaluation of classified staff will begin during the 2009-2010 academic year. Accountability for completion: Management team		Classified staff processes in place and currency has been maintained
IIIA: Processes that provide clarity, consistency, transparency and accountability: Due to various procedural and staffing issues, full-time tenured faculty are not evaluated on a regular basis. The College requests that all appropriate campus and District representatives necessary to the process join together with the District Human Resources Department to clarify and stabilize a process. A systematic evaluation process for full-time tenured faculty will be in place and utilized starting in the 2009-2010 academic year, and it will be sustained annually.	2010	Faculty process established in 2008/09 and is being maintained according to the bargaining unit agreement. Information about classified evaluations are provided to each manager on a monthly basis by District Human Resources

Accountability for completion: Management team (President)		
STANDARD IIIB: PHYSICAL RESOURCES		
IIIB: Communication: Incorporated within the institutional effectiveness plan is a reporting mechanism for all College committees to provide oral reports to the College Council and Academic Senate and where applicable, to the Classified Senate and ASCOA. Such reports (health, safety, expanding facilities needs) can emanate from evaluative studies, College planning documents, proposed survey criteria, and/or proposed plans for building renovations and acquisitions.	2010, then ongoing	Ongoing
Accountability for completion: President		
IIIB: Evidence-based Practice: The Safety and Facilities Committees, in collaboration with the Research and Planning Officer, and using College planning documents, risk management reports and surveys (e.g. revised Facilities Master Plan, PCC District Facilities Risk	Approved as a process, 2010, then ongoing	ongoing
Management Survey), and other appropriate sources, including faculty/staff proposals, should compile a list of safety and facilities issues affecting programs and services. These outcomes should be measurable and systematically evaluated annually by the Safety and Facilities committee members and shared with the College's aforementioned governing bodies and appropriate District departments.		
Accountability for completion: Facilities and Safety Committees Chair		
STANDARD IIIC: TECHNOLOGY		
IIIC: Processes that provide clarity, consistency, transparency and accountability: Continue to refine the College-wide process for requesting technology fund- ing (state and private), recognizing the specialized needs of individual departments and programs by implementing a clear planning matrix for evaluating hardware and software needs including staffing ratios for on-campus and/or distance education/remote access functions and services.	2015	Since 2009-10 technology requests are Included in the APU process, includes resource requests for personnel, technology, equipment, and facilities; College is in its fourth iteration of the IPB process
Initiator: VPI Collaborator: Deans, Department Chairs and Coordinators, Information Technology (IT) Team Accountability for completion: Requesting Departments/Chairs		

IIIC: Communication: Better communication between all IT Team and all College constituencies about scheduling and coordinating services and programs that impact and require technology resources, especially setting delivery dates prior to term start dates.	2010	Established Help Desk District Technology Committee Campus Technology Committee
Initiator: IT Team Collaborator: VPI, Requesting Departments Accountability for completion: VPI		
IIIC: Processes that provide clarity, consistency, transparency and accountability: Technology Committee should be supported to help provide the College with consistent implementation and clarity on existing policies, and development of new IT related procedures and policies (e.g. Technology Life Cycle). Address concerns about the adequacy of staff and faculty training in District and College technology (software and systems). Adequate time for regular and emergency planning, prompt purchase and installation with awareness for vendor and District IT delays should also be addressed	2010	Addressed through the PBI process that includes the District Technology Committee, PBI Council, etc, (Appendix III)
.		
Accountability for completion: College Council (President), Technology Committee IT Team		
IIIC: Communication: Expedite planning and design of CCTI by developing funding, programs and workshops in teaching and learning (LRC) and information and educational technologies and competencies driven by faculty need and interest.	2012 (Depends on completion of Bldg. A)	Fall 2010 CCTI established in L215
Initiator: LRC, Distance Education Coordinators Collaborator: VPI, Academic Senate, IT Team Accountability for completion: VPI		
IIIC: Processes that provide clarity, consistency, transparency and accountability: Designate a responsible body (staff or committee) to oversee the design and maintenance of the College's website. Establish responsibility for departmental/divisional webpages, either by following faculty recommendations of hiring a campus webmaster, or by providing other solutions so that this issue can be resolved, and the redesign and maintenance of the College's website can move forward.	Fall 2009	Web Committee established as a standing committee fall 2010 As a result of College's Web Committee's work, a new and greatly improved College website to be populated and go-live by April 2012.

Accountability for completion: College Council (President), Technology committee		
STANDARD IIID: FINANCIAL RESOURCES		
IIID: Processes that provide clarity, consistency, transparency and accountability: The College will continue with strategic planning to develop, establish, and update its priorities for College budget planning and spending. The process will be well communicated to all College constituents. The result of planning will include research data as a basis for decision making.	2010	President's Learning Reconsidered 9/2010 adopted by College Council Dept Chairs 10/4/2010 IPB Process & Planning Cycle 2009-10
Accountability for completion: Budget Advisory Committee, College Council(President)		
IIID: Processes that provide clarity, consistency, transparency and accountability: It is recommended that budget forms such as the *College of Alameda Integrated Planning and Budgeting Process* template be	2009	IPB Process & Planning Cycle initiated in 2009
revised and simplified with input from all users. The process and forms will undergo the shared governance process for approval. Once adopted, the new form should be available online with clear instructions and training on it use.		2010 Review and refined resulting in establishment of the IEC Spring 2010.
Accountability for completion: College Council (President)		
IIID: Evidence-based practice: The College must engage in a process that integrates research findings into department planning documents (e.g. student success, student equity plan, matriculation plan, enrollment management plan, unit plans, integrated budget plan templates) so that practice reflects real data.	2010	APUs fourth year of implementation(three budget cycles) beginning FY 2009-10; IEC work ongoing, providing training workshops on evidence gathering.
Accountability for completion: VPSS, VPI, District Office of Institutional Research		
IIID: Processes that provide clarity, consistency, transparency and accountability: The COA budgeting and funding processes should address issues of evaluation and prioritization of budget items. Other current financial documents (e.g. audit reports) should be made available when possible.	2009	2009-10 Unit Plans/APUs College wide prioritization of facilities, technology, personnel, and equipment; College Integrated Planning & Budget Model used to guide process.

Accountability for completion: President, Budget Advisory Committee Collaborator: Business and Administrative Services Manager		
IIID: Communication, Processes that provide clarity, consistency, transparency and accountability: In collaboration with the Business and Administrative Services Office, College constituents (e.g. department chairs and coordinators, classified staff, division deans) involved in budgetary and financial matters should continue to address the various issues and problems with the *PROMT* financial/accounting system. An evaluation procedure should be in place that allows users to reflect upon budget/finances-related paperwork and procedures so that the budgetary and financial work of the College can be more promptly completed.	2010	Ongoing, District has greatly improved PROMT database tool; District Business Readiness Teams; College Budget Committee conducts regular meetings, reviews current budgets, and assists in recommendations to the President on budget.
Accountability for completion: VPs, President Manager, District Office of Budget and Finance		
STANDARD IVA: CAMPUS LEADERSHIP		
IVA: Communication: Communication practice needs to span both traditional (print and oral) and contemporary (electronic communication, such as a listserv, blog, wiki or website) methods. Communication will then be accessible for all internal and external constituents, and institutional effectiveness will be enhanced. COA needs to develop a protocol so that information flows in a systemic and sustainable manner from and to all constituents, from and to all governance structures, and from and to all administrative bodies. New communication protocols will need to assess for effectiveness via an evaluation process.	2010	Web Page Governance Link President's Newsletters College Council Minutes Dept Chairs Meetings Institutional Effectiveness Committee (IEC) Open Forums
Accountability for completion: College Council (President)		
IVA: Processes that provide clarity, consistency, transparency and accountability: Clear, specific written policies that explain the method by which innovation is begun, realized. and maintained will be constructed.	2010	2008 BSI/SSI Innovations Grants 2012 Draft New Course Proposal CLASS committee established
Accountability for completion: College Council (President), Curriculum committee		
IVA: Limited Resources: In order to develop,	2009	2009 SLO

implement, and assess new SLOs, as well as streamline the process for course development, TaskStream and CurricUNET application software packages will be purchase, utilized, and maintained.		Training Workshops: TaskStream Whitewater SLO/Assessment
Accountability for completion: College Council (President);Curriculum committee Academic Senate		
IVA: Processes that provide clarity, consistency, transparency and accountability: The College will identify the component parts of its governance structure (including all standing committees) that must have constitution/ bylaws. Bylaws will be written that specify the roles of its members and the mission of each committee; the bylaws will also provide for evaluation of the committee function. The result of these evaluations should be well communicated to the College community.	On-going	Ongoing College Standing Committee structure currently under review/revision to reduce overlapping missions & to streamline & improve overall effectiveness Milestones: 2009 Staff Dev. Committee approved bylaws 2011 with Academic Senate revising its Bylaws/ Constitution
Accountability for completion: College Council (President); Academic Senate		
IVA: Maintenance of Effort, Stability of Administration and Continuity of Practice: To improve student participation in the shared governance process, the College could offer course credit to students for College governance participation through a leadership class.	2009 and on-going	Curriculum developed to enhance student leadership and development Management level position of Director established 2012
Accountability for completion: College Council (President); curriculum committee		
STANDARD IVB: BOARD, PRESIDENT, DISTRICT SERVICE CENTERS		
IVB: Communication: It is recommended that the President ensure that important information that might affect the College community be communicated directly from the president's office, widely, utilizing multiple media, and in a timely manner.	2009 and on-going	2006 COA Today Newsletter, replaced by President's Newsletter 2010 Email Communication "FROM the

Accountability for completion: College Council (President)		PRESIDENT" 2010 established.
IVB: Limited Resources: • Identify existing or new sources of revenue to support the adequate staffing of administrative, faculty, and staff positions as identified in the COA Integrated Planning and Budgeting College-wide Priorities (unranked) 2007-2008 as recommended by the College Budget Advisory Committee-April 23, 2007 and College Council. • It is recommended that the College utilize appropriate planning and assessment to identify or advocate for the funding of priorities that will assist the College in achieving its institutional goals. • It is recommended that the District continue to develop and implement the Strategic Management Plan to effectively use resources in a fair manner to assist College of Alameda in achieving its institutional goals.	2010 and on-going	Established in 2009, improved 2010, and on-going annually: IPB Process, Prioritizing of Resources based on Annual Program Updates/Unit Plans (APUs); major grants, e.g., SSPIRE, ATLAS, augmented College funds; budget allocation model established at District level.
Accountability for completion: College Council (President)		
IVB: Evidence based practice: • It is recommended that the institution continue to develop and utilize research data in determining strategic allocation of resources. • It is recommended that a review be performed to determine the best way to improve purchasing- related services to the College, and that the Chancellor and Board expedite the suggested solutions. • It is recommended that evaluations be performed on District service units to determine what improvements could be implemented to advance customer service to the College(s), and that the	2012	Ongoing continuous process of assessment of instruction and College services begun 2008 via Program Reviews & APUs 2011 District Service Areas developed SLO's PBI District level has improved communication and delineation of roles.
results be clearly and broadly disseminated to the College community. • Develop mechanisms for regular formal evaluation of role delineation and governance and decision- making structures.		Significant improvements in communication with District finance and purchasing.

College Council (President)		
IVB: Processes that provide clarity, consistency, transparency and accountability: • It is recommended that District and College strategic planning procedures and processes be clarified, simplified, and communicated comprehensively to the College community. • It is recommended that the institution develop a clear process to systematically evaluate overall institutional planning and implementation efforts, and review institutional effectiveness as it relates to the College mission and plans for improvements.	2009/10 and on-going	2009/10 District & College IPB Committees established and on-going Use of TaskStream as a means for storing and aligning the College's Mission, Vision, and ILO's with Service Areas and course and program level SLO's, assessment plans, collected evidence, resulting in changes & improvements made via assessment findings; this ongoing evaluation results in increased College-wide efficiency, effectiveness, and greater communication— all of which increases student success.
College Council (President)		

Evidence (in chronological order)

2009
College of Alameda Self Study Report 2009
Team Evaluation_Report ;
ACCJC-District-and-College-Action-Letters-June-30-2009]
ACCJC-Request-for-Special-Report-on-Audit-Findings-November-18-2009.pdf

2010
Special-report4-01-10

COA_Accreditation_Followup_Report_FINAL_March_15_10

Accreditation_Response_June_30_2010

COA_Final_Follow_Up_Report_October_15_2010

ACCJC-101510-FollowUp-Report-FINAL.pdf;

2011

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

COA_Follow_Up_Report_May_20_2011
Follow-up-report-and-documentation-March-15-2012; ACCJC-Follow-Up-Report-to-PCCD-May-2012; ACCJC-Peralta-Action-Letter-July-2-2012

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

-Peralta-CCD-Follow-Up-Report-May-20-2011-ACCJC;

AACJC-Action-Letter-June-30-2011;

ACCJC-Removal-from-Probation_College-of-Alameda

2012

COA Follow Up Report

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

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

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

2013

ACCJC-letter-2-5-13;

Peralta-4-1-13-Special-Report-to-ACCJC-Final;

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

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

ACCJC-letter7-3-13-College-of-Alameda-Removed-from-Warning;

PBIM-Overview-2014

Board Policies

BP 2710 Conflict of Interest

BP 2715 Code of Ethics and Standards

BP 7120 Recruitment and Hiring

BP 7210 Academic Employees

BP 7230 Classified Employees

BP 7240 Confidential Employees

BP 7250 Academic Administrators

BP 7260 Classified Managers

Administrative Procedures

AP 2712 Conflict of Interest Code

AP 2430 Delegation of Authority to the Chancellor's Staff

AP 2710 Conflict of Interest Disclosure

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

Audit Reports

http://web.peralta.edu/business/finance-contacts/annual-financial-reports/ .
http://web.peralta.edu/business/files/2014/09/PCCD-CAM-June-30-2013-to-September-21-2014.pdf

Standard I

Institutional Mission and Effectiveness

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.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.

The College's mission statement has served it well for many years. The College mission statement underwent a thorough review in 2009 and has been methodically reviewed by the College to affirm the mission, vision and values. The mission, vision and values statements were reaffirmed most recently in fall 2014 during the College convocation days. [REF: President's Flex Day Presentation] The mission statement prioritizes the learning and success of the College's diverse student population, which is elaborated on pages 12 to 14 in the College Catalog and College webpage. [REF: College Catalog- 2014-15; College Webpage-Mission]

The College's mission statement is as follows:

> The Mission of College of Alameda is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

The mission statement is the basis for the College's planning to serve its intended student population, a description of which is in the College Educational Master Plan. [REF: Educational Master Plan, page 34] These goals and objectives in turn drive the College's programs and services through program review and annual program updates. The mission statement is at the heart of the College's Educational Master Plan (EMP), which identifies important student populations in relation to the mission statement. The EMP helps drive the goals and objectives of the College. In turn, the EMP drives the Integrated Educational and Facilities Master Plan and the District Technology Plan. [REF: Integrated Educational and Facilities Master Plan; District Strategic Goals and Institutional Objectives- 2014-15; District Technology Plan]

The College wide participatory governance body is the College Council, which includes representation from the faculty, classified staff, students and administration. [REF: College Council] The College Council annually assesses the College Strategic goals and priorities

from Annual Program Updates and Program Review. [REF: College Council Resource Request: 2014-15] Through this assessment process, progress on the department/area goals and objectives is evaluated using quantitative and qualitative data. Faculty members continually assess Student Learning Outcomes (SLOs). During meetings of the Institutional Effectiveness Committee (IEC) [REF: IEC Agendas and Minutes], faculty members regularly share and showcase their findings about student learning. Assessment plans and results are also discussed at department meetings and in email dialogues. Assessments are archived in the TaskStream program.

The College Mission Statement is mapped to the District Mission Statement. [REF: District Mission Statement] Through the district participatory governance structure the District mission is reviewed and modifications submitted for review. The District mission supports the mission of the College.

Self Evaluation

The College meets this standard.

The College fulfills its mission by offering a variety of courses to a diverse student population with varying interests, skills, and abilities. The courses support the educational goals of basic skills development, university transfer, and/or vocational preparation. The College also maintains a commitment to personal enrichment and lifelong learning.

Data from the Educational Master Plan indicates that while growth in the service community would be slow until 2022, the numbers of potential students in the 20 to 24 age group and the 55 to 74 age group would increase. The College holds a deep passion to serve under-represented student populations who are primarily from the 20 to 24 age group to increase the College going rate of residents. Specifically, the College has committed to several programs dedicated to mitigating student achievement and success gaps including Alameda Promise, Brotherhood (Men of Color), Open Gate, and the Learning Communities. The College has also committed to supporting those programs that target the 55 to 74 age group in the area of retraining and enhancing job skills, including the Alameda Technology (ATLAS) program and the One Stop Career Center.

It is evident that faculty members value student learning and engage in ongoing assessment of SLOs at the course, program, and college level. The quality, thoughtfulness, and innovation of faculty members' assessment of student learning are regularly highlighted during IEC meetings, through faculty members' presentations of assessment projects, and with lively dialogue about the results. Dialogue about SLO assessment also takes place at academic department meetings.

Actionable Improvement Plan

None

IA. 1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Description

The College assesses its student learning and achievement through the annual planning process based on annual program updates and program review. All departments (instructional, student service and administrative) complete annual program updates and program reviews (3 year cycle), which incorporates the mission statement, data analysis and goals.

The COA Mission Statement is aligned with its purpose, its character, and its student population. The needs of all COA students are met through math and English assessment testing, matriculation, and evaluation prior to class enrollment. The College evaluates its students through student learning outcomes to ensure the performance and success of its students. The College participates in nationally normed surveys, such as the Community College Survey of Student Engagement (CCSSE), to gain information from the student's perspective and to use this data to continuously improve services and programs.

Self-Evaluation

The College meets this standard.

The College also has a good record supporting a broad range of students academically. Data is reflected in the College's scorecard report with the College's being several percentage points higher than statewide numbers on degree/transfer and career technical education completion. [REF: Student Success Scorecard]

Actionable Improvement Plan

None

IA. 2.The mission statement is approved by the governing board and published.

Description

The Peralta Community College District's mission statement is detailed in Board Policy 1200, which was developed with input from constituencies [REF: Board Policy 1200] and first approved by the Board of Trustees in September 2011. Subsequently, the mission statement was reviewed by all constituencies, revalidated, and approved again in June 2014 [REF: Board Meeting Minutes- June 2014]. The PCCD Mission Statement is published on the Strategic Planning website [REF: District Mission Statement] , in the PBIM (Planning and Budgeting Integrated Model) Overview document [REF: PBIM Overview 2014] , and on the Board of Trustees website, under Board Policies.

The current version of the College mission statement was approved 2009 and was reaffirmed

in August 2014 [REF: President's Flex Day Presentation: Fall 2014]. The mission statement is published in several places on the College's website and therefore easily available to faculty, staff, students, and the community [REF: College Webpage- Mission]. Additionally the mission, vision, and value Statements are visible in the College catalog, online and on various other College forms and documents. [REF: College Catalog- 2014-15]

The College maintains collegial, self-reflective dialogue in continuing to improve the students learning process, and working together toward achieving goals. Accordingly, both the District and the College assess progress toward achieving stated goals and make decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation.

Self-Evaluation

The College meets this standard.

The current mission statement was last updated and approved in fall 2014. The mission statement is widely distributed and highly visible. The mission statement underpins foundational College processes. The mission statement is not simply a statement but rather a guiding principle for planning, teaching, and learning at the College, and as such, is readily available to constituents and the community.

Actionable Improvement Plan

None

IA. 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.

Description

The College regularly reviews its mission statement as part of its College planning cycle. In 2011, a review of the mission statement was completed. According to the COA Planning & Budget Integration Timeline (2011-2012), a review of the Mission/Values/Vision should be viewed every three years. [REF: ACCJC Midterm Report 2012]. This planning cycle was most recently completed in August 2014 with the reaffirmation of the College mission, vision, and value statements.

The efficacy of the mission is communicated through its website, publications, as well as through its faculty, staff and students. The mission states and ensures the College services and programs will be guided by the highest level of professionalism to continuously improve the students' educational services.

Self-Evaluation

The College exceeds this standard.

As a student representative noted at the fall 2014 Leadership Advance, students feel the College mission. We are proud our students can feel our mission, vision and values. The College uses a "one team approach" to ensure the success of its students and prides itself on having equal partners (administration, faculty, staff, and students through the Associated Students of College of Alameda (ASCOA).

Actionable Improvement Plan

None

IA. 4. The institution's mission is central to institutional planning and decision making.

Description

As stated in previous sections, the mission statement is the basis of all of the key College planning processes. The College Council considers and discusses the mission statement in tandem with the review of proposed College goals to ensure every goal and objective is consistent with the statement and that all aspects of the statement are addressed in the goals. The mission statement, as well as the College's vision and values statements are connected to program review and annual program updates.

The College serves a diverse community of students and continues to maintain collegial, self-reflective dialogue in continuing to improve the students' learning process, and working together toward achieving goals. Accordingly, both the College and the District assess progress toward achieving stated goals and make decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. This evaluation is based on the analyses of both quantitative and qualitative data. [REF: District Unit Plans: Chancellor's Office; College Committee Structure; College Decision Making Process: 2014; College Council Re-Alignment: 2014]

Self-Evaluation

The College meets this standard.

The College has reviewed, evaluated, and assessed the college planning cycle, at the heart of which is the College's mission statement. The College's mission statement is central to institutional planning and decision making as evidenced by the importance of the mission statement in strategic planning and program review. The mission statement is the lens

through which the College and all it does is viewed, analyzed, and understood.

Actionable Improvement Plan

None

List of Evidence (in alpha order)
ACCJC Midterm Report 2012
Board Meeting Minutes- June 2014
BP1200
College Catalog- 2014-15
College Committee Structure
College Council
College Council Re-Alignment: 2014
College Council Resource Request: 2014-15
College Decision Making Process: 2014
College Webpage- Mission
District Mission Statement
District Strategic Goals and Institutional Objectives- 2014-15
District Technology Plan
District Unit Plans: Chancellor's Office;
Educational Master Plan
IEC Agendas and Minutes
Integrated Educational and Facilities Master Plan
PBIM Overview 2014
President's Flex Day Presentation: Fall 2014
Student Success Scorecard

STANDARD IB: 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.

1B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Description

The College engages in open and critical dialogue and reflection regarding new programs and courses; updating programs, courses, and transfer degrees; and various aspects of student services. Shared governance is the foundation of this on-going and campus-wide dialogue.

A foundational building block for dialogue about the improvement of student learning and institutional processes stems from three constituency governance groups.

- Academic Senate: Makes recommendations to the college and/or district administration with respect to academic and professional matters as it deems appropriate. Listed below are the "10+1" topic areas within the Senate's purview. [REF: Academic Senate]

  1. Curriculum, including establishing prerequisites.
  2. Degree and certificate requirements.
  3. Grading policies.
  4. Educational program development.
  5. Standards or policies regarding student preparation and success.
  6. College governance structures, as related to faculty roles.
  7. Faculty roles and involvement in accreditation processes.
  8. Policies for faculty professional development activities.
  9. Processes for program review.
  10. Processes for institutional planning and budget development.
  11. Other academic and professional matters as mutually agreed upon.

- Classified Council: Attend to non-negotiated (non-collective bargaining) issues as they pertain to the classified staff. The Classified Senate is charged to facilitate communication among the classified personnel, administration, faculty, and the governing board; and to participate in the development and formulation of policy and

practices of the college, consistent with the college's philosophy, mission and goals. [REF: Classified Council]

- Associated Students of College of Alameda (ASCOA): Designed to provide a mechanism to assist and improve the campus environment. [REF: ASCOA]

Through standing committees, campus-wide dialogue is initiated, sustained and heightened. The standing committees are the major College committees established to deliberate and make policy recommendations in their assigned areas of interest or concern. The College adheres to AB1725's directive regarding faculty, staff and students being involved in the shared governance process. College-wide standing committees typically are made up of faculty members, College administrators, representatives of classified staff and representatives of the associated students (ASCOA). Below is a list of Standing Committees with examples of how they are involved in improving effectiveness on campus. [REF: Standing Committee Structure 2014 – 2015; Standing Committee Matrix; Realignment of College Council]

Shared Governance: Standing Committees

- Budget Committee: Reviews budgetary policies, processes, and timelines developed by administration at College of Alameda (COA) and the District, provide feedback and help communicate them to COA faculty and staff. In addition, the committee receives and reviews budget proposals from departments and/or program areas and also reviews the priorities developed by administration with regard to the overall College budget with respect to Unrestricted General Funds (Fund 1 thru 10), Instructional Equipment (Fund 14), VTEA (Fund 16), Instructional Supplies (Fund 17), and Discretionary Funds, Facilities Revenues and communicates such priorities to faculty and staff. For example, during a September 9, 2013 Budget Advisory Meeting Lottery money allocations; Utilizing funds for annual program updates (APU), identifying needs, informing faculty of the funds and how to use them; and program reviews, priorities and linking priorities to APU's. [REF: Budget Committee]
- College Council: Participates in joint consultations with other reviewing committees and groups, to prioritize budget requests and forward recommendations to the President. The recommendations from COA Standing Committees are forwarded to the College Council for action and recommendations to the President. This is the central planning body on campus. At the College Council Meeting on March 26, 2014 the committee reviewed a proposed re-alignment designed to consolidate some committees with complementary goals, creating new standing committees where necessary and/or expanding the charge to the committees. The process flow outlined below describes the role of each of the major constituent groups. [REF: College Council]

Illustration 1:
COLLEGE OF ALAMEDA: STRATEGIC INTEGRATED PLANNING & BUDGET MODEL

Key: circles = actions, rectangles = products, ---- = consultation only
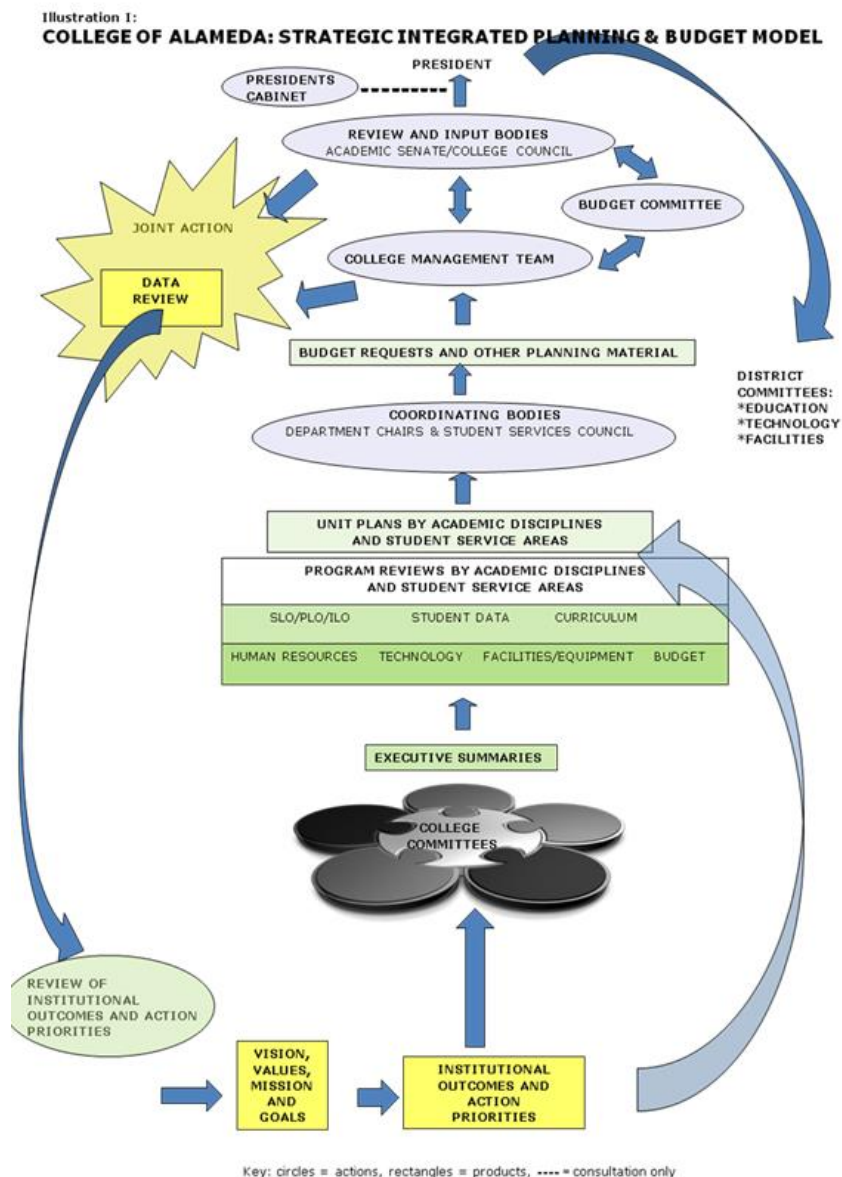
- Curriculum Committee: The College continually revises and updates curriculum in order to continue to meet District and State standards and to benefit students. As an example, the Curriculum Committee has taken the lead in assuring student learning outcomes are added to every course outline of record as they relate to the College's mission, vision and its alignment with Title 5 Education Code on community college outcomes. This includes reviewing data, identifying areas for goal setting, and validating processes used to measure goals. Thus, deliberate goal-setting mechanisms have been implemented to periodically evaluate College action plans based on ongoing data gathered through assessment findings. [REF: Curriculum Committee]
- Facilities Committee: The facilities committee advises on the development of facilities planning processes and timelines; receive and review facilities proposals from department, program areas and/or the District Physical Plant Office; routinely review and

monitor campus compliance with ADA and 504 and make recommendations to ensure compliance; recommend procedures and policies affecting facilities and physical environment of the campus; review the State's Specialization Report and the Five year Master Plan for campus compliance and make recommendations to ensure compliance. [REF: Facilities Committee]

- Health and Safety: Responsible for recommending college policy in the areas of health, wellness and safety; inspects college facilities and program areas to promote a healthy, safe, and secure environment; reviews health and safety problems and recommends activities for corrective action; assists in training staff and students regarding potential health and safety hazards and disaster recovery for the college, district, and the community. [REF: Health and Safety Committee]

- Institutional Effectiveness Committee: In 2010, COA established the Institutional Effectiveness Committee (IEC). The mission of the IEC is to ensure that the College maintains a set of ongoing and systematic institutional processes and practices that include planning, the evaluation of programs and services, the identification and measurement of outcomes across all institutional units (including learning outcomes in instructional programs), and the use of data and assessment results to inform decision-making. The IEC reviews and provides input on the assessment and evaluation of instructional student learning outcomes (SLOs), Student Services learning outcomes and Administrative Services outcomes (President's Office, Office of Instruction, Student Services and Business Services), reviews the budgets and annual program updates and reviews for each department, is involved from the beginning in the development or revision of curriculum (holds a non-voting seat on the curriculum committee) i.e., the IEC must approve assessment methods for courses. The IEC undertakes these roles as part of its overall responsibility for institutional effectiveness. In addition, the IEC oversees campus wide training, support and participation in dialogue around institutional effectiveness. [REF: IEC organization chart]

Ongoing discussion of assessment results at the course and program level occur at the monthly IEC meetings. There is a standing agenda item for an assessment status report. [REF: IEC Agenda: September 2014]. The IEC committee has begun assessment cycle of the institutional learning outcomes. [REF: IEC Agenda: October 2014]
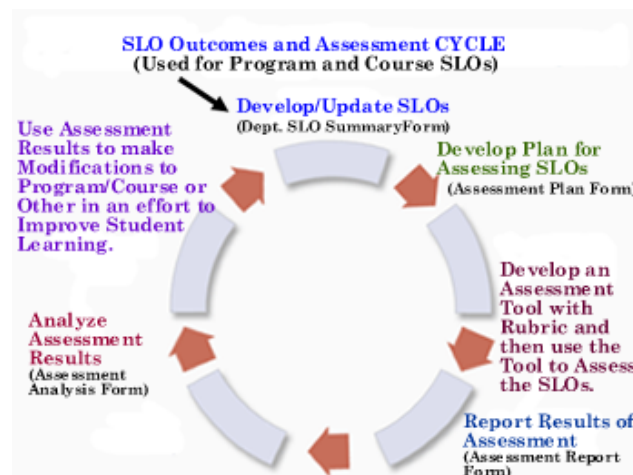
The IEC was formed to ensure that the College maintains a set of ongoing and systematic institutional processes and practices that include planning, the evaluation of programs and services, the identification and measurement of outcomes across all institutional units (including learning outcomes in instructional programs), and the use of data and assessment results to inform decision-making. All of these activities are accomplished for the purposes of improving programs and services and increasing student success and institutional quality.

IEC makes outcome data from the District, student success scorecard and assessments to all departments and administration. Data is analyzed and interpreted for presentation to the entire College campus.

The IEC holds workshops for departmental faculty to collaboratively develop course and program level student learning outcomes, visual depictions (maps) of their programs, and key assessment points and tasks; has exponentially increased self-reflective, critical dialogue amid faculty members; thereby sustaining a much higher level of institutional effectiveness and increased student learning success than ever before. Campus dialogue has occurred utilizing several methods including, but not limited to, presentations on the following topics:

- Program Mapping Workshop
- Student Success Workshop
- Student Services Summit
- Closing the Assessment Loop Workshop
- Spring 2012 -Proficiency of Assessment at COA – Professional Development Workshop
- District Presentation on Assessment of Learning at Peralta Community Colleges

This dialogue has led to a collective understanding of the meaning of evidence, data, and research used in evaluation of student learning. All of the IEC activities are undertaken with the purpose of improving programs and services and increasing student success and institutional quality. [REF: Institutional Effectiveness Committee]

- SSSP: Develops a plan and assess issues and policies to achieve enrollment goals by systematically and holistically exerting more control over those institutional factors that shape the size and characteristics of the student body. SSSP is an integrated and comprehensive institutional effort that aims to achieve a desired enrollment state (recruitment), improve the quality of programs, and assist students to accomplish educational goals (retention). The SSSP committee develops policies that direct activities related to recruitment and retention such as marketing, recruitment, orientation, advising, curriculum development, organizational structure, student equity, the development of student learning outcomes, and resource allocation. The committee seeks data for improved planning and decision-making.
- Staff Development Committee: This committee is responsible for development activities including an array of workshops, trainings and retreats, including, but not limited to, the following:
  - Professional Development (FLEX Day):

- o Futures Workgroup (April 2012): [REF: Futures Workshop] To provide an opportunity for the College students, faculty, staff, and administration to come together and develop a visionary and planned response to future financial constraints stemming from budgetary reductions. Several recommendations emerged and have since been implemented, including:
  - Helping Our Teachers (H.O.T.)/Faculty Engagement Workshops (F.E.W.): A weekly brown bag lunch and learning series for instructors and staff at the College of Alameda. The purpose is to provide weekly trainings during the lunch hour to assist faculty and staff on an array of topics. Such topics covered have been: grading, student concerns, and enrollment issues, and other topics.
  - Students Working, Engaged, Empowered, Together (S.W.E.E.T.): A monthly event which brings students, faculty, and staff together to collaborate on diverse projects, socialize, and boost morale in the spirit of working together. As a result of one particular S.W.E.E.T. Thursday student led workshop, the Academic Senate met with the Associated Students of College of Alameda to open a dialogue regarding faculty /student interactions and discussing changes of faculty behavior from the students' perspective.
  - Faculty Learning Community for Student Success: The COA-FLC brings faculty together to discuss, take action (in their classrooms and campuses), reflect on and work together towards improving our student's success, retention and persistence. [REF: Staff Development Committee]
- Technology Committee: The Technology Committee is responsible for providing an open forum for discussion of issues relating to the use of computers on campus; for coordinating the acquisition, maintenance, and placement of computer hardware and software across the campus; for conducting inventories or existing equipment and software; for promoting and fostering staff and faculty computer training; for encouraging students to use and faculty to develop computer-assisted methods of instruction. [REF: Technology Committee]

All committee meeting minutes, and associated documents, are posted on the College's website and are available in the College library for review by the campus community [REF: Leadership and Governance Website]. Since 2011, the College has engaged the use of standardized minutes, serving to strengthen the quality and structure of student learning and institutional processes of communication. Standardized minutes render writing and reading minutes, motions, and action items a more productive and easier endeavor.

Shared Governance: Working Groups
- Council of Deans
- Department Chairs: The Department Chairs perform an important function in the governance and operation of the College, particularly in facilitating ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. The Department Chairs assist with prioritizing and ranking the budget requests, ensuring a faculty-driven process. In addition, the Department Chair is responsible for coordinating the activities related to curriculum

development, scheduling, budget development, evaluation of faculty, facilitate meeting accreditation standards, for example, assist department faculty to develop student learning outcomes (SLOs) and College Education Master Plan and other College-wide plans as required; work with faculty to write program reviews and unit plans, and convene regularly scheduled department meetings [REF: Department Chairs; College Departments and Programs]

- Financial Aid Advisory Committee: The charge of the committee is to set parameters and recommend policy decisions surrounding the delivery of student aid at College of Alameda. This committee ensures that financial aid is included in the mission and goals of the college and aid is used to support enrollment goals. [REF: Financial Aid Committee]
- Learning Resource Advisory Committee: The Learning Resources Advisory Committee supports the mission of the Learning Resources Center in creating and maintaining a collaborative learning community environment to provide centralized access to programs and services that are designed to assist students in succeeding in their academic endeavors. [REF: Learning Resources Committee]
- Student Grievance Committee: Responsible for conducting hearings on student grievances in regard to complaints involving the interpretation, application or alleged violation of district policies and procedures–student grievances alleging mistake, fraud, bad faith or incompetence in the academic evaluations of student performance.[REF: Student Grievance Committee]
- Student Services Council
  [REF: Working Groups]

Shared Governance: Administration
The College of Alameda uses an organizational network to collect and access information for implementation, re-evaluation and improvement. Below is a summary of the network process:

Vice President of Instruction plans, develops, and evaluates our instructional programs with direct input from:

- Dean of Workforce Development
- Dean of Academic Pathways and Student Success
- Formal and Informal recommendations and guidance from the following committees, workgroups and/or taskforces
  1. Curriculum Committee
  2. Department Chair meetings
  3. Staff Development
  4. Budget Committee
  5. Safety Committee
  6. Facilities Committee
  7. Technology Committee
  8. Financial Aid Advisory Committee
  9. Institutional Effectiveness Committee

Vice President of Student Services plans, develops and evaluates the College's Student Services with direct input from:

- Dean of Special Programs
- Dean of Enrollment Services
- Formal and informal recommendations and guidance from the following departments:
  1. Programs and Services for Students with Disabilities (DSPS)
  2. Transfer Center
  3. Counseling
  4. Articulation
  5. EOPS and CARE
  6. Veterans
  7. Cal WORKS
  8. Student Activities
  9. One Stop Career Center

[REF: College Organizational Chart]

Much of the dialogue continuous improvement, assessment, planning of student learning and instructional processed occurs within the committee structure of the College. This structure facilitates open discourse and recommendations to be forwarded to College Council. New initiatives and improvements are shared with the campus community by the President at Flex Day. [REF: President's Flex Day Presentation: Fall 2014, Fall 2012; President's Spring 2013 Newsletter]

Self-Evaluation

The College meets this standard.

The College is characterized by its particularly collegial spirit. The areas of Instruction, Student Services, and Administrative Services are in regular and mutually supportive contact. Dialogue is open, transparent, and meaningful; territorialism and rancor are noticeably minimal. In such an environment of respect and trust, assessment, critique, and improvement flourish.

From College wide public forums to committees and work groups to governance meetings, the College is consistently focused on improving student learning and institutional processes. College Council meetings have robust dialog and healthy discussion on improving process and practice to better serve students. Standing committees and work groups also provide opportunity to discuss student success and institutional processes. [REF: Standing Committees and Integrated Planning]

An example of the College's ongoing dialog about student success and institutional effectiveness occurs at the Institutional Effectiveness Committee (IEC).IEC is comprised of faculty, classified staff, administrators, and students and meets monthly to review assessments of course SLOs, program SLOs, institutional learning outcomes (ILO) and to discuss changes that might result in response to the assessments. [REF: Institutional Effectiveness Committee]

The College truly looks to data to make informed decisions. As resources have been limited, however, the institutional research function is limited. During the budget recession, the College lost its institutional research position. Currently, the College depends on the District Research Office for its data and analysis needs. Additional resources are needed to meet the College wide appetite and need for data.

A September, 2014 campus-wide survey was conducted in which faculty, staff and administrators were asked to rate COA on various aspects of this standard. Fifty-three respondents – 35 faculty, 12 staff and 3 administrators- rated the College on a scale of 1 to 7 (1 = entirely disagree and 7 = entirely agree on aspects of campus dialogue) [REF: Institutional Effectiveness Survey 2014]

Q7 COA systematically reviews and modifies its _____.(Please select one answer per question row)

Answered: 57   Skipped: 0
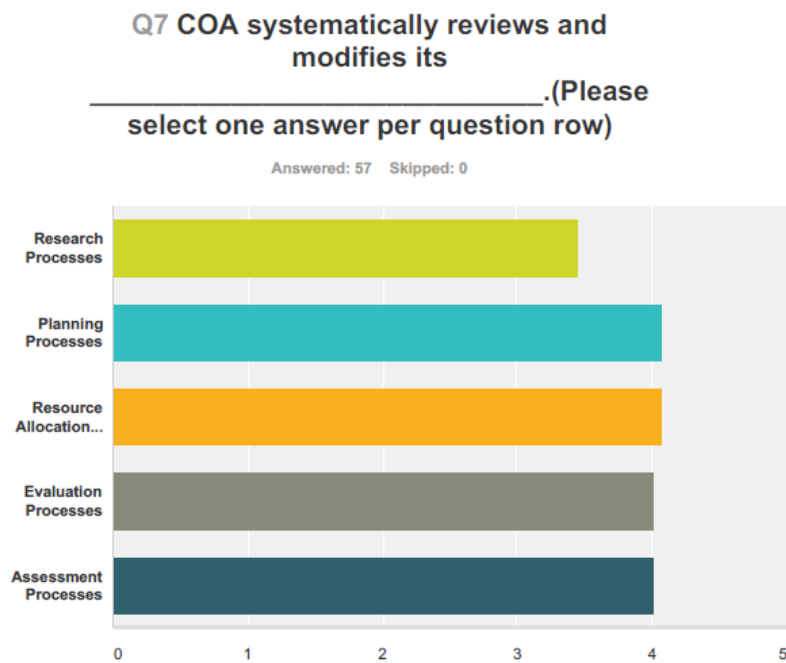
Actionable Improvement Plans

None

IB. 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.

Description

College-wide goal setting is informed by District-wide strategic planning that occurs in a six-year planning cycle. Every six years the PCCD Strategic Plan Goals are reviewed and updated. The most recent review, in summer/fall of 2014 resulted in a slight change in wording to one of the five strategic goals. The PCCD Strategic Goals are [REF: PCCD Strategic Goals] :

- Advance Student Access, Equity, and Success
- Engage and Leverage Partners
- Build Programs of Distinction
- Strengthen Accountability, Innovation and Collaboration
- Develop and Manage Resources to Advance Our Mission

Additionally, each year measureable institutional objectives are also set as part of the overall strategic planning process. Setting these objectives is a collaborative process involving all constituencies through the PBIM (Planning and Budgeting Integrated Model) participatory governance structure. The strategic goals and institutional objectives are finalized at a yearly PBIM Summit, held at the beginning of each academic year. [REF: PCCD Strategic Plan Update, 2014, 2013, 2012, 2011]

Master Plans
In 2009, College of Alameda created The Integrated Educational and Facilities Plan. This comprehensive plan, which addressed all of our program and facility needs from 2009 to 2022, was developed with contributions from the administration, faculty and staff of the College of Alameda and a consultant and external constituents. The plan is based on detailed analysis of instructional programs including curriculum by discipline. We assessed and incorporated external and internal, quantitative and qualitative data was assessed into this comprehensive planning process. The plan projected the educational programs, support services and facilities (including building, space, equipment and technology) that will be needed through the year 2022. The plan provided specific direction and parameters for the implementation of programs and activities relating to improving our educational, support service and facility programs. Importantly, these documents are dynamic instruments which were designed to have the flexibility to adjust to new issues and needs that may arise over their term. During the academic year 2014-15 work will begin on the update of the Integrated Educational Master Plan. [REF: College Educational Master Plan]

The District strategic goals provide the umbrella for College planning. The College identifies specific objectives and actions steps to achieve our goals. [REF: COA Goals and Objectives 2014-15]. Furthermore, there are three strategic themes identified by the College, which are

interwoven with the College Mission, Vision and Value. [REF: Mission and Goals]

These three themes are:

- Academic Excellence
- Budgetary Competence, and
- Community Engagement

We call these "our ABCs" emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams! These themes provide a framework and touchstone for College planning and decision making processes. Departments and units address there linkage to the strategic goals in program review and annual program updates.

Outcomes

COA established institutional learning outcomes (ILOs) by which we would judge our success in achieving our plans. The College assesses the achievement of goals in the success of our students when they are able to apply what they learn in the classroom to the efforts needed to achieve their academic, professional, and personal aspirations. The College has five ILO's.

As a result of their learning experiences at College of Alameda, what are students able to do out in the world?:

- Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
- Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
- Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
- Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
- Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.

ILOs provide over-arching guidance for the development of student learning, student service and administrative service outcomes. At COA, for our instructional programs, departmental and program faculty develop student learning outcomes (SLOs) for all courses and programs which are currently offered. For student services and administration, departments have developed service area outcomes (SAOs) for all programs and processes. Outcomes describe what students are expected to achieve and are able to demonstrate in terms of knowledge, skills, and values upon completion of a course, after receiving a service, attending a workshop, or participating in an event. Each outcome has clearly defined objectives and tools of measurement. [REF: Planning Documents]

Our Institutional Effectiveness Committee, in coordination with each department, assesses achievement of outcomes and works with departments to make adjustments, as needed. COA has effectively utilized these evaluation processes and results to improve programs and services.

Using the College plans and the data sets previously referenced, measurable action priorities for of the College's ILOs are constructed. The College Council members and working groups and other coordinating bodies, such as the Department Chairs and Student Service Council, are informed of these strategic priorities and are charged with addressing the priorities, where pertinent, in their program reviews, APU's, and in committee inquiries and reports. The action priorities are assessed and are evaluated each year for the extent to which they have been achieved. Each year new priorities may be added; however, preceding priorities will remain until completed.

Program Review and Annual Program Updates

Beginning in 2009-10 College of Alameda established criteria and a process for identifying and prioritizing where campus resources (both human and equipment) would be most significantly utilized – Program Reviews and Annual Program Updates (formerly Unit Plans). Annual program updates (APU's) integrate and give evidence that directly supports the College's institutional goals and learning outcomes. College constituencies are in agreement that the College has set forth action priorities via its summarized APU's that are consistent with its larger goals and purposes. [REF: Instructional Program Reviews; Student Services Program Reviews]

Program Reviews and Annual Program Updates are the cornerstone of the College integration of planning, budget and resource allocation. Specific needs (staffing, technology, equipment, supplies) identified by departments are taken to appropriate College committees for discussion and recommendations, which lead to prioritizations being approved by College Council. [REF: Integrated Planning and Budgeting Process; College Council Priorities 2014-15; Department Chair Meeting Notes March 2014]

Annual Strategic Goals & Institutional Outcomes
Phase One: Campus Integrated Planning Timeline
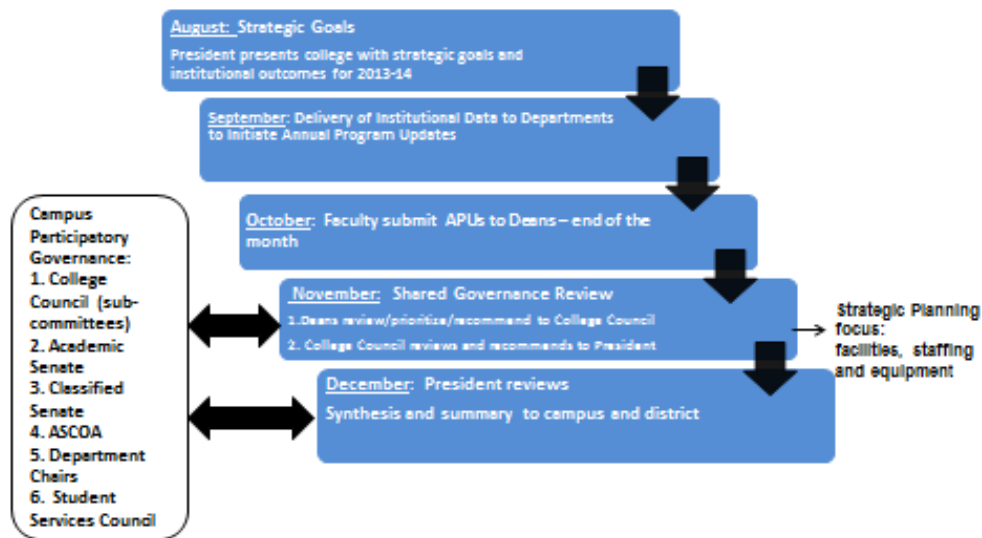
Self-Evaluation

The College meets this standard.

The College Strategic Plan is the essential planning document for the College, and as such must necessarily be current and relevant. The College Council annually evaluates, discusses, and updates the College Strategic Plan through identified meetings and retreats. The College Strategic Plan is a dynamic, organic document, subject to refinement and adjustment as necessary to meet changing needs within the College; but it is also a key component in guiding College decisions and in assessing the results of those decisions. [REF: Planning Handbook 2014; Integrated Planning and Budget Process; Integrated Planning Model Schematic; Educational Master Plan]

Every Program and Services Review must address one or more goals or objectives within the College Strategic Plan Goals, must assess how well that department has contributed to attaining the goal or objective, and must justify in light of the College Strategic Plan any resource allocation requests. All Program and Services Reviews are completed on a three-year cycle with annual program updates annually reviewed and updated, each regularly examined through the lens of the College Strategic Plan Goals. [REF: Instructional Program Reviews; Student Services Program Reviews]

The 2014 campus-wide survey results related to goals and objectives are highlighted below: Fifty-three respondents – 35 faculty, 12 staff and 3 administrators- rated the College on a scale of 1 to 10 (1 = entirely disagree and 10 = entirely agree intuitional goals and consistent with the Mission and measurable) [REF: Institutional Effectiveness Survey 2014]

The Following Statement: COA sets institutional goals that are _____(Please select one answer per question row)

Answered: 56   Skipped: 1
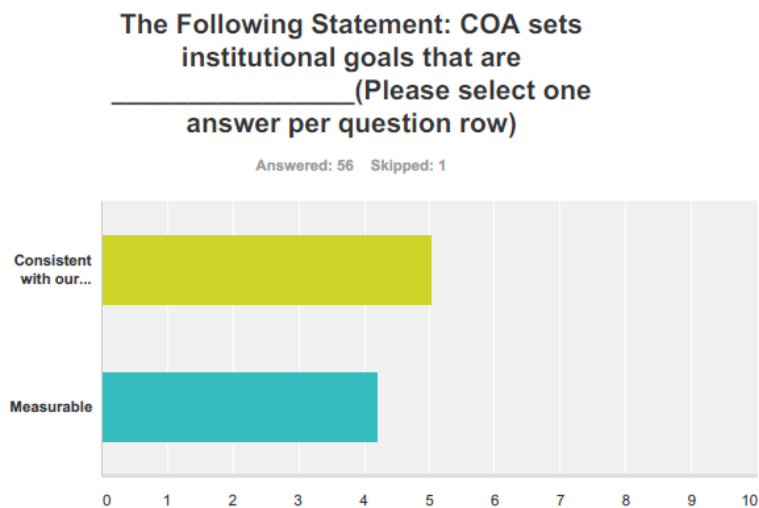
Actionable Improvement Plans

None

IB. 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.

Description

In the past six years, the District Office has led its colleges in strategic and operational planning. The PCCD Strategic Planning process began in 2008 with the development of a District-wide Strategic Plan [REF: PCCD Strategic Plan]. This plan is currently being updated. The Strategic Plan update process began with a review of the PCCD Mission Statement during the spring of 2014. The PCCD Mission Statement review process is described in Standard I.A.2. Subsequently, internal and external scans were conducted during summer 2014 with preliminary data shared and discussed at the PBIM Summit. The PCCD Strategic Goals were revised during August 2014 and the 2014-15 Institutional Objectives were finalized during the PBIM Summit on August 29, 2014 [REF: 2014-15 Strategic Goals and Objectives] . It is expected that the final updated Strategic Plan for the next six years will be approved by the Board of Trustees before the onset of the spring 2015 semester.

The District-wide annual operational planning structure, the PBIM (Planning and Budgeting Integration Model), is evaluated yearly. Results of those surveys [REF: PBIM Survey Summary 2014, 2013, 2012, 2011, 2010], accompanied by interviews with committee members, and feedback obtained in an open forum , led to changes in the composition of committee memberships and enhancements in planning processes [REF: PBIM Overview 2014] which were instituted at the onset of the 2014-15 academic year. [REF: PBIM FLEX Day presentation and PBIM Summit Presentation]

Dovetailing with the District yearly process of review and updates, the College reviews its operational planning structures and makes modifications. The most recent cycle began in 2013-14 with a review of the College committee and planning structure. In 2013 the College operational structure was reviewed leading to a refinement of committees and the resource allocation process [REF: Proposed College Standing Committees; Realignment of College Council; Standing Committee and Integrated Planning] , which was affirmed by College Council in Spring 2014.[REF: Approved Standing Committee and Integrated Planning; Standing Committee Matrix] This refinement works within the Integrated Planning Model Schematic adopted in 2009. [REF: Integrated Planning Model Schematic]

Following the District adoption of annual strategic goals and objectives, the College completes the integration process through incorporating District goals and objectives into the College planning cycle. Most recently, in August 2014 the College adopted its 2014-15 goals and objectives mapped to District goals. [REF: COA Goals and Objectives 2014-15] To meet several of the goals the College delved further and created enrollment management strategies for 2014-15. [REF: Enrollment Management Strategies 2014]

Assessment

The vision of College of Alameda is choreographed into three central themes of Academic Excellence; Budgetary Competence, and Community Engagement. Two of these themes specifically address assessment as a critical component:

- **Academic Excellence** means we validate our work based on the assessment of our students' success as defined by our Institutional Learning Outcomes.
- **Community Engagement** We aspire to hold one another accountable to clear standards of success and excellence – as defined by our Institutional Learning Outcomes – utilizing a process of evaluation and assessment, leading to improvement of College programs & services.

The IEC guarantees we have a built-in, institutionalized body to review, inform, and make recommendations to increase student success through a documented assessment process. All active courses and all student services at College of Alameda have ongoing assessment plans and findings. The College will always demand careful planning, a period of testing for implementation, an assessment of both outcomes and processes, and an evaluative approach that informs adjustments within College curriculum, pedagogy, and services as appropriate to the College's culture of collaboration and integration of people, plans, budget, and innovation.

COA utilizes qualitative and quantitative measures generated by the development, implementation, assessment/evaluation and modification of the following:

1. Outcomes
2. Reviews and Updates: Departments, Programs and Curriculum
3. Integrated Budget Planning Process.
4. Shared Governance

Instructional Program Assessment

On an annual basis, at a minimum, each instructional, student services and administrative unit assesses achievement of either learning or service outcomes. The results of these assessments are analyzed by each department and utilized to make improvements in courses, programs, departments and processes. COA instructional departments utilize TaskStream for the SLO assessment process. TaskStream offers strategic assessment planning, data collection, action planning, curriculum mapping, reporting and analytics to create a coordinated and robust assessment system. In TaskStream, departments create outcomes-based assessment plans that include clearly defined measures, targets, and findings. Departments, in collaboration with administrators, align program-level initiatives with COAs strategic plan and document the execution of strategic initiatives and manage the process at a macro level. Instructors use indirect and direct evaluation methods, including rubrics, surveys, tests, and observations rubrics to assess student achievement of learning outcomes and evaluate performance. The assessments, conducted formally via TaskStream, are supplemented with formal and informal discussions within programs, department and campus wide. These discussions include faculty, staff, administrators, students and community representatives (Advisory Boards).

Assessments are used to drive decision making and support improvement initiatives. Further, department faculty continually reviewed SLO assessments in order to address student needs. Informally, COA departments refine their program and processes based on feedback received from faculty and students. Assessment findings paired with additional institutional and District research data, such as success rate and retention has been used to improve student learning, services and overall program and institutional success. In spring 2014, COA began participating in the Community College Survey of Student Engagement. The results from this study enable us to have another feedback mechanism to address and meet the needs of our students. [REF: Community College Survey of Student Engagement]

Assessment of student learning outcomes has continually provided valuable insights that have informed strategic decision-making and major curricular changes. Following are examples of how assessment results have contributed to changes to or development of programs, curriculum and services to better serve the needs of COA students. The dialogue has impacted student learning particularly through the redesign of programs and courses to improve their achievement of learning outcomes.

English Department

This department responded to budget cuts and assessment findings by revamping the entire curriculum, redesigning the course sequence, and renovating the program. Specifically, they completed the following actions:

- Increased sections of all general education English courses to ensure students' timely transfer.
- Offered Creative Writing and Literature courses in alternating terms, or offer Creative Writing every term and offer Literature courses on a revolving basis based on requirements and electives within the Associate of Arts for Transfer degree (AA-T) in order for students to be able to fulfill the requirements for an AA English at the College.
- Added full-time faculty to increase individual class offerings, develop curriculum, carry out the mission of the College, and bring the voice of the department to all areas of oversight and governance.
- Developed an AA-T degree in English to ameliorate the lack of literature and creative writing courses and reestablish the formal AA English degree.

Library:

- The library courses and curriculum presented in the College catalog were streamlined and updated.
- Library instructional services were expanded into one transferable online course, LIS85, and one on-campus basic skills orientated course in information competency, LIS200.

Spanish:

- The Spanish department completed a program review, and met with the Division Dean and Vice President of Instruction in order to formulate a strategy for meeting the needs of the student population.
- The department added an AA-T degree in Spanish. Local and regional demographics indicate that the Latino population continues to grow, and that Spanish is the second most-spoken language of our metropolitan area and in California; both indicate continued demand for Spanish language familiarity or fluency.

Apparel Design and Merchandising (ADAM):

ADAM is another example, where faculty engaged in a purposeful discussion about assessment results and institutional data and noticed that, under the circumstances of reduced funding, changes in curriculum would better serve students and their success.

Economics:

In the case of the Economics department, the assessment data guided the need for more counseling services, especially during the summer semester. It became apparent from the data provided by the program review that a distinct change in enrollment occurred from fall to spring, attributable to the counseling services available. The Economics department made an evidence- based request for more student services to be made available to students during the summer months. The program review has served to guide the allocation of resources to

ensure increased student success, thus clearly indicating the integration of budget planning and data-driven decision making at the College.

In response to campus-wide dialogue, including consideration of internal and external data and research on student success for at-risk students, COA has developed several initiatives to improve outcomes for all students on campus, including the following:

Learning Communities:

Research has shown that students who participate in learning communities, particularly those who have need of developmental courses; succeed in a higher rate than students taking stand-alone classes. In 2009, COA initiated four Learning Communities: Adelante, APASS, Amandla, Community Leadership and Public Service. [REF: Learning Communities]

Initiatives:

Alameda Promise Project and Men of Color Initiative are projects created in 2013 that address the achievement gap and educational equality, promoting full time attendance and academic excellence. These initiatives are examples of the result of campus wide dialogue leading to action in response to the low success rate of first generation students, students of color and students of lower socio economic status. [REF: Kick Of Event; Alameda Promise; Men of Color Initiative]

COA is currently in the process of updating its Student Equity Plan. This process involves a self-evaluation of our improvement or lack thereof to improve successful outcomes for all students. The plan will thoroughly describe the following:

- Implementation of each student success indicator (metric) being addressed;
- Policies, activities and procedures as they relate to student equity at the College;
- Student equity strategies to address the way students are affected by the various activities/programs implemented to provide equal opportunity for each student population group.

Our Student Equity plan will be prepared with a minimum of a three-year timeframe in terms of planned activities and improvements and will be completed in December 2014.

Budget

College of Alameda's Strategic Integrated Planning and Budget Model (IPBM) is a tool that was activated and used during academic year 2009, and has consistently been used in subsequent budget cycles to include this current academic year 2014. COA's IPBM is tied to the College's institutional learning outcomes and is structured to guarantee an open and transparent shared governance process to make decisions on the allocation of campus resources to support action priorities. The annual budget planning process and program reviews incorporate systematic evaluation of programs and services, improvement planning, implementation, and re-evaluation and rely on outcomes data to drive decision making.

Research

The Peralta Office of Instructional Research is responsible for the analysis and delivery of data for planning and reporting purposes. In the course of these activities, Institutional Research generates reports and statistical analyses that inform management, faculty, staff, government agencies, and the general public about Peralta's academic programs, students, personnel, and services. In 2013, the District initiated the following studies:

- 3 year longitudinal study of student success indicators: degree/certificate completion, success in subsequent courses, to determine whether students were meeting their educational goals.
- 3 year analysis of staffing levels of faculty, staff, administrators to determine if the goals established in our program reviews were being maintained.
- Data from the student success indicators of persistence, successful course completions ("C" grade or higher), degree and certification completions, and transfers to California State Universities and University of California over academic years 2009-10, 2010-2011, and 2011-12, to show that the College maintained quality programs and maintained consistent levels of student success.
- Planning, at all levels, is guided by the highest standards of research-based professional practice by evaluating what we do to continuously improve our educational services rooted in the findings of fact. At the beginning of every year, each meeting of managers, the College Council, and Academic Senate reviews the College's mission and goals by a defined set of data. These data sets include but are not limited to outcome assessments; campus reports on key plans including the Student Equity Plan and COA Master Plans; District reports and data; and, national and state reports such as Accountability Reporting for the Community Colleges (ARCC), Integrated Postsecondary Education Data System (IPEDS), and Community College Survey of Student Engagement (CCSSE).

Self-Evaluation

The College meets this standard.

The College understands on-going and integrated planning and realizes it has and will lead to continuous improvement in student learning and institutional processes. Planning, with all of its associated elements, is thoroughly a part of the College culture. Completing, assessing, and celebrating Program and Services Reviews; assessing student learning outcomes at course and program levels; gathering, analyzing, discussing, and responding to data; aligning department goals and improvement plans with the College Strategic Plan; viewing all that the College does through the lens of the Mission Statement. The College's Institutional Effectiveness Committee is the hub for discussions and measurement of student learning outcomes and instructional learning outcomes. The College is in an on-going cycle of planning, assessment, goal setting, implementation, and re-assessment; and the College has student learning data that results from good planning. [REF: Institutional Effectiveness Committee]

The 2014 campus-wide survey results related to our goals and objectives are highlighted below: Fifty-three respondents – 35 faculty, 12 staff and 3 administrators- rated the College on a scale of 1 to 5 (1 = entirely disagree and 5 = entirely agree the college shares formal assessment results with constituent groups) [REF: Institutional Effectiveness Survey 2014]

Q6 COA shares formal assessment results with _____.(Please select one answer per question row)
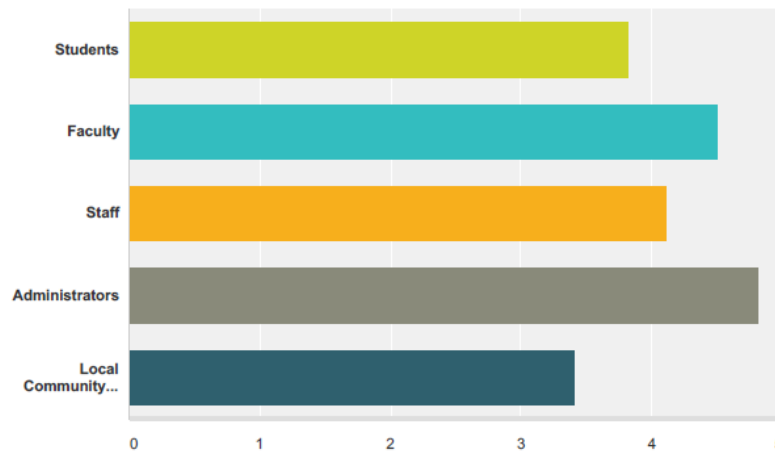
Answered: 56   Skipped: 1

Actionable Improvement Plans

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.

IB. 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.

Description

All departments conduct program reviews and annual program updates by utilizing qualitative and quantitative assessments of learning outcomes [REF: Student Learning Outcomes]. Campus wide participation and input are provided via standing committees and working groups. The committees and working groups review institutional outcomes and action priorities then forward their summaries of these priorities to departments for

integration into their annual program updates (APUs). [REF: Instructional Program Reviews; Student Services Program Reviews]

The preparation, review and implementation of the APUs are discussed throughout the organization via a network of committees and meetings. Summaries of APUs and related discussions are made available to all members of COA via meeting minutes and summaries made available on the COA website. The APUs drive decision making at COA and administration, staff and faculty are committed to achieving the goals identified in the APUs.

Upon completion of annual program updates, the respective action plans are developed and finalized. All budget requests associated with the action plans are compiled into a comprehensive budgetary request matrix. There is campus-wide participation in prioritizing and ranking budget request, including:

1. Department Chairs
2. College Management Team
3. Academic Senate
4. College Council

The top-ranked budgetary requests are submitted to the College President who may make changes or seek further justifications. The requests accepted by the President are sent to the respective District-wide Planning and Budget Integration committees (e.g., District Education, District Technology, and District Facilities) for integration into the District-wide planning and budget integration model (PBIM). The process is outlined in the College Planning Handbook and Integrated Planning and Resource Allocation documents.

Annual Strategic Goals & Institutional Outcomes
Phase Two: Integrated Budget Preparation: 2014-15

January:
1. PBC feedback to college
2. Governor's proposed budget released

February: Budget Development
1. Budget instructions to departments
2. Departments finalize budgets

March: Proposed Budget Scenarios Developed
Shared governance groups and stakeholders review proposed budgets

April: Preliminary budget submission
Budget submitted to the district for 2013-14

Campus Participatory Governance Committees:
1. College Council (sub-committees)
2. Academic Senate
3. Classified Senate
4. ASCDA
5. Department Chairs
6. Student Services Council

Self-Evaluation

The College meets this standard.

The College planning process is inclusive and broadly informed. The College is sensitive to its multiple constituencies and takes care to be responsive to, and supportive of, each constituent group as it creates, assesses, and implements its plans. Importantly, each constituent group is afforded respect and is given voice; no one sector tends to dominate. Annual Program Updates (APU) are produced and revised by every department at the College, and each has equal standing when evaluated for resource allocation. All major planning committees afford each constituent group a seat at the table, so all voices can be heard. The work of standing committees is widely shared and constituent feedback is welcomed, either directly or through representative members. [REF: Leadership and Governance; Standing Committee and Integrated Planning]

Membership on the Budget Committee, the forum where budgets are reviewed, is broadly-based and inclusive of constituent groups. Both planning and budgeting are accessible, transparent, and equitable at the College. All departments have equal opportunity to secure funding, and there are no sweetheart deals apart from the process. [REF: Budget Committee]

The 2014 campus-wide survey results related to our goals and objectives are highlighted below: Fifty-three respondents – 35 faculty, 12 staff and 3 administrators- rated the College on a scale of 1 to 5 (1 = entirely disagree and 5 = entirely agree) [REF: Institutional Effectiveness Survey 2014]

Q5 COA allocates necessary _____ resources to improve the effectiveness of our college.(Please select one answer per question row)

Answered: 57   Skipped: 0
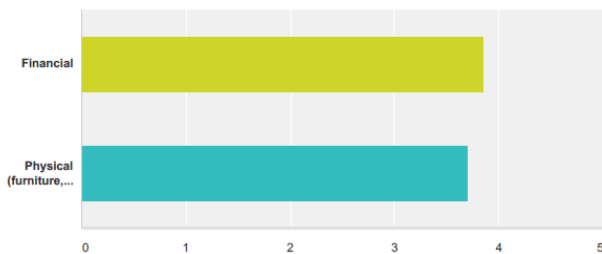
Q4 Opportunities to participate in improving the effectiveness of COA are offered to: (Please select one answer per question row)

Answered: 57   Skipped: 0
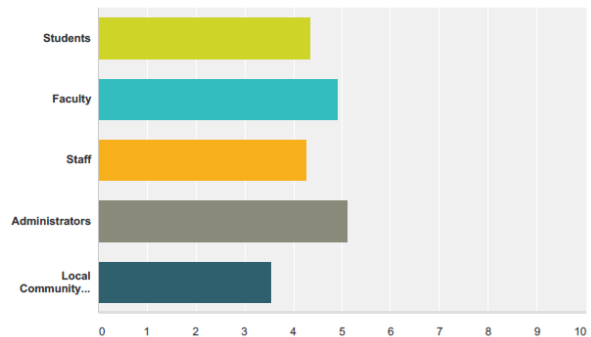
Actionable Improvement Plans

None

IB. 5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Description

COA communicates externally via its catalog, website, forums and professional development activities, reports and newsletters, public announcement and community outreach.

1. College Catalog - The new College catalog represents a step forward in the communication of the College Mission, Institutional Learning Outcomes (ILO's), values, vision, and the president's ABC's strategic initiative. The catalog provides clarification as to how these components relate to the College's Educational Master Plan and what the College has determined as the most critical learning outcomes for each student who engages in some aspect of learning at College of Alameda. Until 2008, the College catalog was a conventional document with little else but a "catalog" of courses along with policies and procedures. However, in 2008, the catalog became the place where students and the community could find the College of Alameda's vision, mission, and purpose articulated with more rigor and depth. Each revision cycle has provided an opportunity to improve the usability of the document by making the document entirely available on line in a more usable & searchable format.

2. Website (COA and District): In spring 2012, the Web Committee began working with a developer to design a content management system and templates, based in WordPress, for the new College website. Recognizing that the wish list would exceed the budget, the Web Committee developed a vision that reflects how the committee would prioritize its needs for the new College website. The vision came out of discussions with various stakeholders, results from a College- wide survey, and discussions at the Web Committee meetings. Under the leadership of the Web Committee, in fall 2012, the College of Alameda implemented a new website that emphasizes ease of access and participation. For example, below is a list of some assessment resources which are available on COAs website:

- IEC Presentation
- IEC Learning reconsidered – A Vision for COA
- Ten Steps to Analyzing Your Results
- Assessment Methods
- Feedback on Student Learning Outcomes
- What is Good Assessment
- Board Meeting Jan 18, 2011
- Closing the Assessment Loop at COA
- TaskStream CurricUNET Joint Workshop
- Professional Development Activity on Assessment – January 2011
- Student Success Peralta Presentation
- Student Success Presentation
- Program Mapping Workshop
- Assessments Methods and Strategies

   a. Agendas and Minutes
   b. Reports
   c. Data
3. Campus Wide Forums and Professional Development
4. Reports and Newsletters: For example, the IEC sends newsletters to the College community and makes presentations to the College and the Board of Trustees. The newsletters celebrate the assessment results and disseminate best practices and student success. In addition to assessment findings students and other constituencies can receive published institutional reports on the College website that address the quality of programs and services that are provided. The following data can be found on the website:
   o Completion of career and vocational certificates data
   o Completion of degrees and certificates data
   o Semester enrollment and productivity data
   o Success and retention rates
   o Transfers numbers
   o AARC and the new Student Success Scorecard
5. Public Announcements
6. Community Outreach

Self-Evaluation

The College meets this standard.

The District Institutional Research Office is responsive to gathering data in accord with unique departmental requests to support individual Program and Services Reviews. Numerous examples range from achievement gaps, retention, to cohort tracking are available from the Research Office website. The Office supports all four Colleges in the District and must balance requests and time amongst all entities. The College does not have research staff and it can be challenging for departments to received tailored research and design consultation and support. [REF: District Institutional Research Office]

Research data is included in departmental support of annual program updates and program review. Data is the basis of the program's evaluation and conclusions regarding program improvement. Data is also a means of assessing progress to meeting College Strategic Goals; as a way to compare College performance to external standards, such as similarly-sized single college or the other three Colleges within the District.

The presumption has always been that the College was doing well, producing successful students, designing relevant programs, serving students with excellence. An example is the use of ARCC data, since 2010, to compare the College to a statewide average and to a peer group of many student success measures. The recently launched Student Success Scorecard, using a different set of metrics than the ARCC report, provides the College important completion indicators. These metric are used in departmental and College discussions to continuously improve. [REF: ARCC 2012; Student Success Scorecard Presentation]

Actionable Improvement Plans

None

IB. 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.

Description

APUs are redrafted each year and a review of previous APUs is considered. Goals and objectives may change depending upon environmental demands, the needs of our students and our resources. These new APUs will reflect the changing goals and objectives but may not explicitly address whether and how previous goals and objectives have been met; if those previous goals and objectives are still relevant – even if unmet. Goals and objectives that are still relevant and critical are continued in the new APUs and prioritized.

Self-Evaluation

The College meets this standard.

The College has conducted many cycles of the annual program updates and program review. Based on dialog and assessment the process has begun to comprehensively evaluate the process and make revisions to the model. A key component is the analysis of modifying the technology platform for program review, SLO assessment and annual program updates. The goals are to have a platform that allows easier integration of data and increased reporting mechanisms. By systematically reviewing and modifying the planning process, the College will make the program review and assessment processes more efficient, responsive to the needs of its community and removes some of the obstacles that hindered their full engagement with the process.

Actionable Improvement Plans

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

IB. 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.

Description

The College uses a variety of processes to gather evidence to support the effectiveness of institutional programs, student and academic support services, and administrative services. Surveys; Program and Services Reviews; minutes from committees, work groups, and task forces; budget audits; feedback, both formal and informal, student groups, advisory committees, and departmental meetings; all are utilized in the evidence building and evaluation processes.

The Curriculum Committee oversees regular course review and academic program development. The Institutional Effectiveness Committee (IEC) assesses the effectiveness of course and program SLOs and the Institutional Learning Outcomes.. The recent passage of the Student Success Act has both provided metrics and increased focus on effective student support services, and Student Services departments have translated that focus into Program and Services Review assessment. [REF: Curriculum Committee; Institutional Effectiveness Committee]

The second approach to evidence gathering is to enable others to do their own research. The campus community has access to a BI Tool allows users to pull numerous standard reports on enrollment and demographic data plus the ability to run custom reports. The District Institutional Research Office is responsible for writing many of the queries that, with appropriate prompts, allow departments to obtain very specific information on their own, particularly in support of Program and Services Review. [REF: District Office of Institutional Research]

Self-Evaluation

The College meets this standard.

Assessing planning processes is one component of ongoing, cyclical evaluation, but another is assessing the validity and relevance of the assessments themselves. Over the years the College has gathered a myriad of sources of evidence. But good research does not equate with the quantity of evidence as it does with the quality of the evidence. Evidence and assessment must address the relevant questions the College poses as it strives to achieve specific objectives and meet specific goals. The College relies on the District Office to support formal research requests and analysis. Most evidence is produced at the individual department and program levels; which funnels up through the College planning process.

The 2014 campus-wide survey results related to our goals and objectives are highlighted below: Fifty-three respondents – 35 faculty, 12 staff and 3 administrators- rated the College on a scale of 1 to 5 (1 = entirely disagree and 5 = entirely agree) [REF: Institutional Effectiveness Survey 2014]

Q1 COA has conversations (formal and informal) about the improvement of student learning that are _____(Please select one answer per question row)
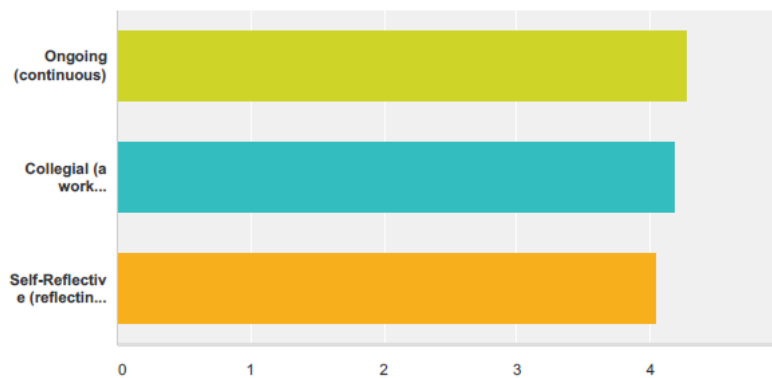
Answered: 57   Skipped: 0
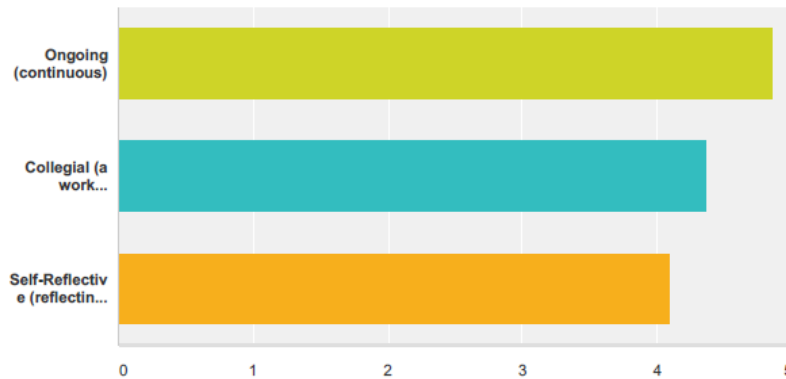
Q2 COA has conversations (formal and informal) about the continuous improvement of our administrative, division, department and/or program processes, that are _____ _(Please select one answer per question row)

Answered: 57   Skipped: 0

Actionable Improvement Plans

None

List Evidence (in alphabetical order)

[2014-15 Strategic Goals and Objectives](#)

[Academic Senate](#)

[Alameda Promise](#)

[Approved Standing Committee and Integrated Planning](#)

[ARCC 2012](#)

[ASCOA](#)

[Budget Committee](#)

[Classified Council](#)

[COA Goals and Objectives 2014-15](#)

[College Council](#)

[College Council Priorities 2014-15](#)

[College Departments and Programs](#)

[College Organizational Chart](#)

[Community College Survey of Student Engagement](#)

[Curriculum Committee](#)

[Department Chairs](#)

[Department Chairs Meeting Notes- March 2014](#)

[District Institutional Research Office](#)

[District Office of Institutional Research](#)

[Educational Master Plan](#)

[Enrollment Management Strategies 2014](#)

[Facilities Committee](#)

[Financial Aid Committee](#)

[Futures Workshop](#)

[Health and Safety Committee](#)

[Institutional Effectiveness Committee](#)

[IEC Agenda: October 2014](#)

[IEC Agenda: September 2014](#)

[IEC organization chart](#)

[Institutional Effectiveness Survey 2014](#)

[Instructional Program Reviews](#)

[Integrated Planning and Budget Process](#)

[Integrated Planning Model Schematic](#)

[Kick Off Event](#)

[Leadership and Governance](#)

Learning Communities
Learning Resources Committee
Men of Color Initiative
Planning Documents
PBIM FLEX Day presentation
PBIM Overview 2014
PBIM Summit Presentation
PBIM Survey Summary 2014, 2013, 2012, 2011, 2010
PCCD Strategic Plan
PCCD Strategic Plan Update, 2014, 2013, 2012, 2011
Planning Handbook 2014
President's Flex Day Presentation: Fall 2014
President's Flex Day Presentation: Fall 2012
President's Spring 2013 Newsletter
Proposed College Standing Committees
Realignment of College Council
Staff Development Committee
Standing Committee and Integrated Planning
Standing Committee Matrix
Standing Committee Structure 2014 – 2015
Student Learning Outcomes
Student Services Program Reviews
Student Success Scorecard Presentation
Technology Committee
Working Groups

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Standard II

Student Learning Programs and Services

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning 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.

II.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.

II.A.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.

Description

The Mission, Vision, and Values (MVV) statement of the College provides an umbrella and benchmark of continuity for direction in instructional programs. The MVV statement sets the baseline for dialogue and discourse regarding continuous program improvement. The three elements of the MVV, as illustrated below, create a larger dynamic framework to ensure instructional programs address our intended community of learners. College of Alameda supports its mission by offering a variety of classes in a traditional face to face setting, online format, hybrid format and web enhanced format. Classes are also offered in the morning and evenings to ensure the needs of nontraditional students are met. As described in the College catalog the College offers a breadth and depth of programs that aim to satisfy each facet of this mission statement [REF: College Catalog].

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge.
We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for "learning excellence" and services to students.
Academic Excellence
Budgetary Competence
Community Engagement

Through the Annual Program Update (APU) process [REF: Annual Program Update], instructional programs are evaluated and assessed on an annual basis. The Academic Senate, along with the College Council and Budget Committee, reviews indicated instructional needs and prioritizes accordingly. Needs regarding updating/revising curriculum and/or development of new degrees and certificates are reviewed by the College Curriculum Committee prior to being reviewed and approved by the District's Council on Instruction, Planning and Development (CIPD). [REF: COA Curriculum Meeting Minutes; CIPD Meeting Minutes]

The Curriculum Committee, in conjunction with the District's Council on Instruction, Planning and Development (CIPD), coordinates and monitors all of the College's curricular offerings, regardless of location or delivery mode. They uphold the California Education Code and Title 5, are consistent among the divisions and Colleges of the District, are understandable to our students and staff, articulate with high schools and four-year institutions, and support the goals and objectives of the Peralta Community College District and the mission of College of Alameda. In every course outline of record there is a required statement of justification to identify how a new course or a modification to an existing course is consistent with the mission of providing quality instruction to the community. [REF: Curriculum Review Process and Checklist]

The official course outline of record [REF: Sample Course Outline of Record- SOC120] of every course requires an examination of the course's impact on human, physical, technological resources and student support services. This requirement ensures that changes in curriculum do not compromise the College's ability to effectively provide instruction at a high level of quality. Additionally, the course outline of record must also validate and justify pre-requisites, co-requisites, and basic skills recommendations to ensure that students are

adequately prepared for the course and have the best opportunity to succeed. Finally, courses seeking hybrid or online/distance education classification must demonstrate that the content offered online is equivalent to that offered in traditional face-to-face courses, the human and technological resources are adequate, the regular student-instructor interaction is sufficient, and evaluation methods are appropriate and secure. These requirements ensure that all courses, regardless of location or means of delivery, meet the College's highest standards and maintain the institution's integrity and reputation.

Each Career and Technical Education (CTE) program has an industry advisory board [REF: Sample Advisory Board: Apparel Design and Merchandising] that allows the program to stay current with industry standards. Board members serve as community partners and advisors by keeping us current with trends and new technology and by helping to shape our programs. Members come from a cross section of key national and regional organizations representing the broad spectrum of the Bay Area. The industry boards, some of which directly work with our students, conduct evaluations and provide recommendations for improvements. The most recent recommendations include:

- Auto Body – Aluminum welding equipment, digitalized measuring scale and upgraded paint booth.
- Aviation – New server to handle bandwidth.
- Business – New Transportation and Logistics Certificate & Degree to meet growing industry needs.
- CIS – Computer upgrades and revision of degree.
- Dental Assisting – Digitalized x-ray machine & software, upgraded cements and models.

The above recommendations are vital to student success in the workforce. Students trained on equipment and/or materials that are outdated will not be competitive candidates.

All instructional courses as well as student service programs have student learning outcomes (SLOs). 100% of COA course SLO's have been entered into the college's online database, TaskStream [REF: TaskStream]. Discipline and program faculty analyze assessments of learning outcomes, various student success metrics, and other pertinent data to ensure effectiveness and currency of programs, to identify trends and promote adjustments and action plans. The careful analysis of all data is the basis for hiring, facility, and equipment requests. An additional level of quality control is provided by the requirement that all courses have student learning outcomes, that all programs have program learning outcomes, and that all of the program learning outcomes tie into the institutional learning outcomes.

Self Evaluation

The College meets the standard.

All instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Actionable Improvement Plans

None

II.A.1. 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.

Description

The College offers a breadth and depth of educational programs that meet the needs of its community. College of Alameda offers 41 associate degree programs (including 8 AA- T and AS-T degrees) and 25 certificates to meet the needs of students seeking career/technical training and/or transfer to a four-year institution [REF: Degrees and Certificates]. The College provides programs and Learning Communities (LC) targeted to closing the achievement gap and increasing equity. These include Adelante (Latino focused LC), Amandla (African-American focused LC), APASS (Asian/Pacific Islander focuses LC), Alameda Promise, Open Gate, and the Brotherhood (Men of Color Initiative) [REF: Learning Communities].

College of Alameda also houses the Alameda Science and Technology Institute that provides the opportunity for junior and senior year high school students of the Alameda Unified School District to complete their requirements for high school graduation while enrolled in college courses.

The College creates bridges for students to enter certificate and degree programs or to directly enter the workforce. The Alameda Transportation and Logistics Academic Support (ATLAS) program is a dynamic partnership between College of Alameda, The Workforce Collaborative and Oakland Adult and Career Education to design and deliver career pathways training. Curricula are designed with input from logistics industry experts and integrate college level, adult education and non-profit resources to create a comprehensive education, training and job placement program. [REF: ATLAS]

The Center for Community Change and Urban Leadership offers two certificate programs. The Violence Prevention Certificate is a change agent development program designed to build the employment credentials and leadership opportunities of local professionals working in the field of violence prevention. The Public Administration Certificate is designed to provide an introduction to the field of Public Administration and the "calling" of public service. The purpose is to offer individuals a pathway to career success in the general area of community service in the arena of the public and social sectors – being guided in learning to be effective in various public sector and/or non-profit organizational work settings performing in multiple roles. The College aggressively seeks out external grant funding in order to create innovative pilot projects to meet even more-specialized needs within its community. By relying on solid research, persuasive data, and the expertise of faculty and
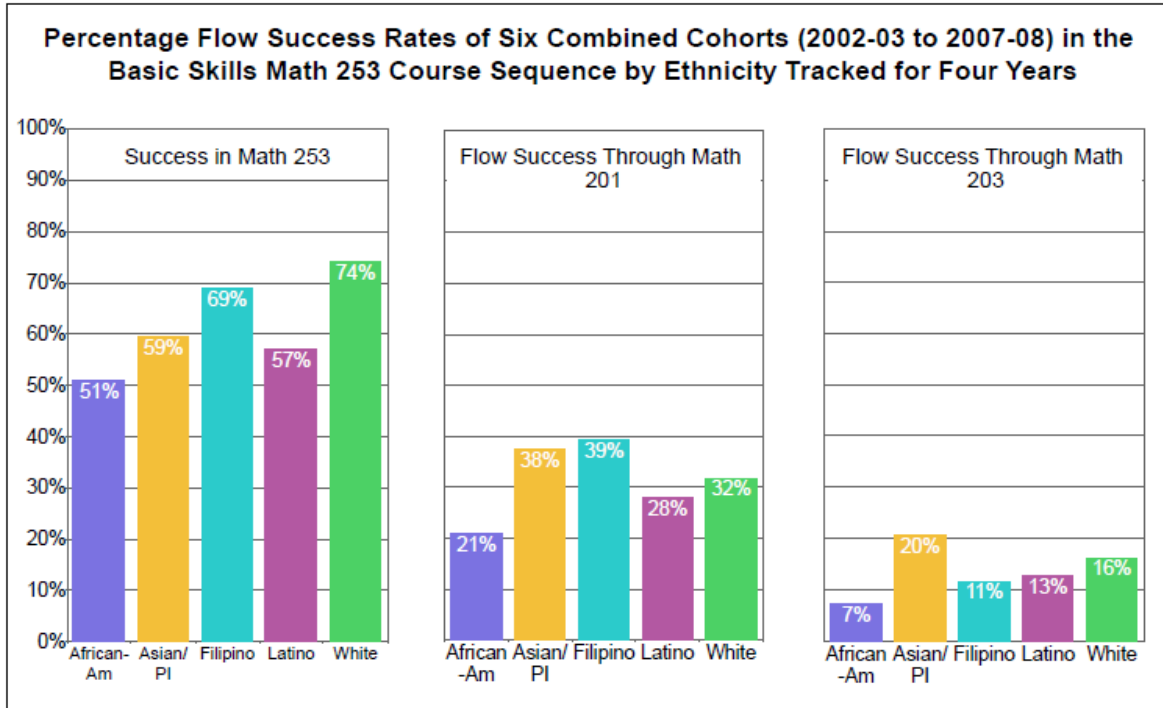
staff, the College has found significant success in obtaining grant awards. These programs serve women, low- income students, ethnically underrepresented students and veterans, among others. Many of these grant-funded programs are focused in the fields of career technical education and workforce development.

Assessment at the student level begins during the initial student success process. Degree-oriented students must take assessment tests for course placement in math, English and/or English as a Second Language classes. Counselors use test results and various academic and career assessment data to assist students in selecting the appropriate academic pathway. Data is collected throughout the students' progress. These data are compared to benchmarks and goals. They are used to ensure that institutional planning and goals are meeting the needs of students. The two tables below illustrate cohort tracking for English and Mathematics. [REF: Center for Community Change; English Cohort Analysis; Math Cohort Analysis]:

College of Alameda

Percentage Flow Success Rates of Six Combined Cohorts (2002-03 to 2007-08) in the Basic Skills English 201A Course Sequence by Ethnicity Tracked for Four Years

College of Alameda

Percentage Flow Success Rates of Six Combined Cohorts (2002-03 to 2007-08) in the Basic Skills Math 253 Course Sequence by Ethnicity Tracked for Four Years
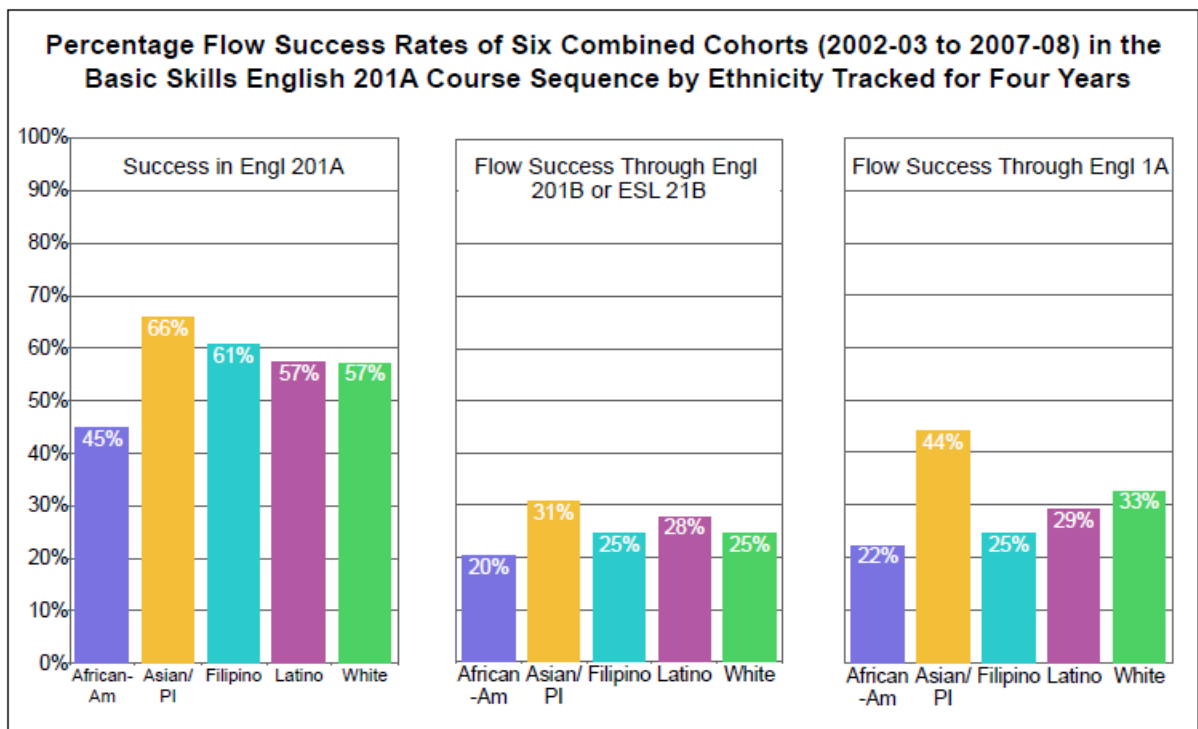
Assessment at the program level involves both the analysis of course level student learning outcomes and program learning outcomes. These, along with traditional metrics of student success, help to drive the program review and lead to program improvement.

The District Office of Research and Planning provides external scans showing the distribution of racial and ethnic groups, reports with enrollment patterns and course offerings, department efficiencies, student performance profiles, student enrollment status profiles, student goal orientations, student demographics for ethnicity, gender and age, and student education attainment level; these are used for planning at the course and program level during Annual Unit Plan or 3 year Comprehensive Program Review. [REF: Enrollment Demographics] Reports are available on-demand using the Peoplesoft Business Intelligence Tool. [REF: BI Tool] and are also on the District website. The tools allow users to pull College, District and other District Colleges' data and trends for analysis. The graphic below illustrates one element of the demographic captured by the College to inform instructional planning:

College of Alameda Ethnicity, 2013 Fall

Unknown/Non Respondent, 5.2%

American Indian/Alaskan Native, 0.2%

White Non Hispanic, 14.2%

Pacific Islander, 0.5%

Other Non white, 0.5%

Asian, 26.7%

Multiple, 11.3%

Hispanic, 14.5%

Black/African American, 23.3%

Filipino, 3.6%
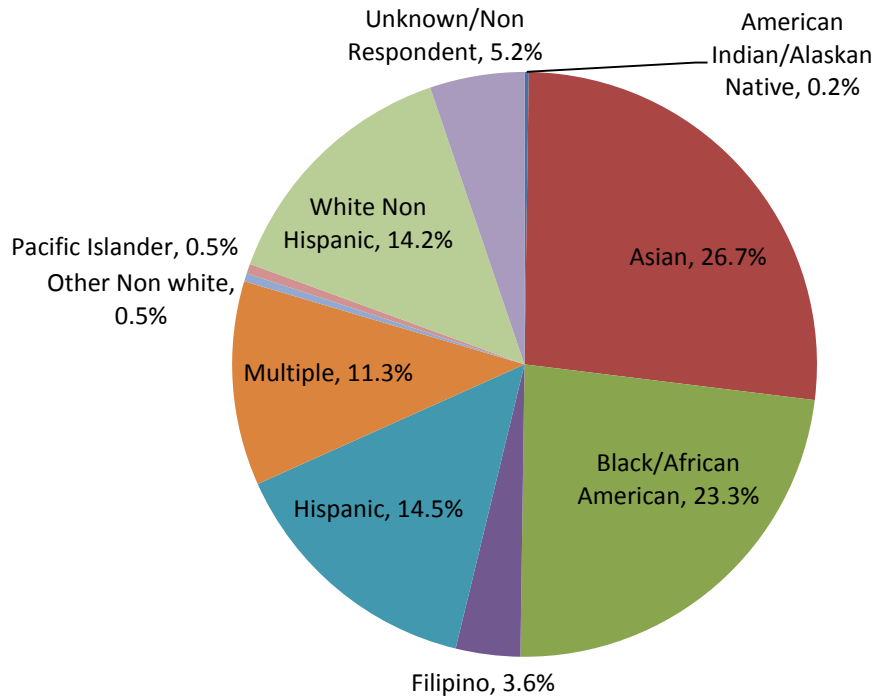
These and other long-term data are used at the division- and College-level to determine scheduling and hiring priorities and in master planning cycles. The tables below illustrate some of the data elements that are considered for program improvement: [REF: Success Rates; Retention Rates]

Success Rates

2012 Fall	College of Alameda	68.40%
District Rate		67.70%
2013 Spring	College of Alameda	66.50%
District Rate		65.70%

Retention Rates

2012 Fall	College of Alameda	81.10%
District Rate		79.20%
2013 Spring	College of Alameda	79.30%
District Rate		77.50%

Workforce development specialists use labor market statistics; reports from Economic Modeling Specialists, Inc.; environmental scans from the Centers of Excellence; and industry and trade associations to help identify emerging trends and plan future endeavors. Gainful employment information, highlighted below, is critical to the development of successful career technical education programs. [REF: Gainful Employment]

College of Alameda
Gainful Employment -- Academic year 11-12

Campus	Field of Study/ Dept	Description	Award Type	Plan/ Program	CIP	# Awards Given
Alameda	ADAM	Apparel Design and Merchandisi	CC	ACCADA871	19.0901	5
			AA	AAAADA871	19.0901	3
	AMT	Airframe Technician	CC	ACCAMT890	47.0607	2
			AS	AASAMT890	47.0607	2
		Powerplant Technician	CC	ACCAMT891	47.0608	3
			AS	AASAMT891	47.0608	1
	ATECH	Auto Electronics Specialist	CC	ACCATE912	47.0604	1
			AS	AASATE912	47.0604	1
		ATECH/LD AUTO REPAIR	CP	ACPATE909	47.0604	
		Light Duty Auto Repair	AS	AASATE909	47.0604	
	AUTOB	Auto Body	CC	ACCAUT721	47.0603	11
			AS	AASAUT721	47.0603	2
		Auto Paint	CC	ACCAUT722	47.0603	16
			AS	AASAUT722	47.0603	2
	BUS	Accounting	CC	ACCBUS730	52.0301	4
			AA	AAABUS730	52.0301	6
		Office Administration	CC	ACCBUS896	52.0401	1
			AA	AAABUS896	52.0401	1
	CIS	Business Information Systems	CC	ACCCIS902	11.0103	2
			AA	AAACIS902	11.0103	4
	DENTL	DENTAL ASSISTING	CC	ACCDEN766	51.0601	10
			AS	AASDEN766	51.0601	4
	DMECH	Diesel Mechanics	CC	ACCDME767	47.0605	9

Self Evaluation

The College meets the standard.

College of Alameda identifies student needs and offers a variety of programs consistent with these needs. The District Office of Research and Planning provides data about the campus and the community to the College. Annual unit plans and 3 year-cycle comprehensive program reviews with student learning outcomes, data packets, benchmarks and trend analysis ensure that successful student outcomes drive program improvement. In addition to institutional data and unit plans, the College conducts normed-based national surveys to identify student needs. As an example, the 2014 Community College Survey of Student Engagement [REF: 2014 Community College Survey of Student Engagement] asked a specific question, item 16, regarding technology and teaching.

16. When appropriate, faculty effectively incorporate the use of computers and other technology into their teaching.	COLLQ3528	Strongly agree	250	35
		Agree	359	50.4
		Disagree	91	12.8
		Strongly disagree	13	1.8
		Total	713	100

Actionable Improvement Plans

None

II.A.1.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.**

Description.

Most courses at the College are taught in the lecture/discussion mode, or lecture accompanied by laboratory. Some courses are taught fully online, hybrid with more than 51% of contact hours online, or web-assisted with less than 51% of contact online. A smaller number of courses are offered in open entry/open- exit, short term, late start, evening, and weekend courses. College of Alameda has implemented block scheduling to maximize enrollment and meet student needs. Departments have also added hybrid and online courses to their course offerings to meet student needs. The same course outlines and SLOs are used to ensure that the same course content is covered. [REF: TaskStream]

The College relies on the expertise of its faculty to determine whether a particular mode of instruction is appropriate for a given course. The Curriculum Committee evaluates and approves the methods of instruction for every course that is offered by the College.

The course outline of record requires the selection of at least one of the following modes of instruction: lecture, lab and online. For online courses, the College further discriminates between web-assisted courses, with less than 50% online, and hybrid courses, with more than 51% online, and fully online courses. The Curriculum Committee examines whether the method of instruction is compatible with the course objectives and content. All hybrid and online courses are required to have an approved Distance Education Addendum [REF: Sample DE Addendum- HIST2B] to ensure that the unique challenges of using technology have been considered and that there will be regular, consistent communication with students. Through these forms the department must demonstrate that the course content offered online is equivalent to that offered in traditional face-to-face settings, that human and technological resources are adequate, that regular and effective communication between students and

instructors exists, and that evaluation methods are sufficient and secure.

Additionally, to ensure the quality of our online course offerings, the Distance Education Committee meets to review Distance Education course syllabi and to provide support and training to Distance Learning instructors. The College's primary platform for delivering web-assisted, hybrid and online courses is the Moodle platform. College of Alameda is committed to ensuring that all online courses meet ACCJC Accreditation requirements for Distance Education as opposed to Correspondence Education. All Distance Education courses undergo the same, rigorous assessment process as their 'face-to-face' counterparts. Additionally, the following resources ensure that online courses meet state requirements, meet the College's high standards, and are an appropriate mode of instruction for the course objectives: Rubric for Online Instruction, Regular and Effective Contact Guidelines, Distance Education Accessibility Guidelines.

The College works regularly with the District to review distance education regulations to ensure that the College is in compliance with Department of Education directives. Enrollment data, such as Distance Education status, is used to plan course offerings and program direction. [REF: Enrollment Demographics- Distance Education Status]

College of Alameda Distance Education Status, 2013 Fall

- DE Student, 35.2%
- Non-DE Student, 64.8%
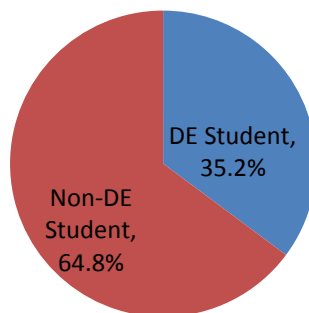
Self Evaluation

The College meets the standard.

College of Alameda uses a variety of delivery systems and modes of instruction that are compatible with the objectives of the curriculum. Compatibility is determined by faculty judgment and through review by the College and District Curriculum Committees. The College and District Curriculum Committees approval process is effective and sufficient to ensure courses are taught in an appropriate mode of instruction. Regular opportunities are provided to faculty to meet, discuss and plan distance education curricula [REF: Best Practices in Online Teaching, Learning Strategies and Pedagogy-Fall 2014]

Actionable Improvement Plans

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

II.A.1.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.

Description

Faculty have identified student learning outcomes for all of the College's courses. 100 percent of courses and programs have established assessment plans. Student learning outcomes are available on the curriculum inventory system, CurricUNET [REF: CurricUNET]. CurricUNET is the system used District wide for the curriculum approval process and inventory. The system used to track and assess data is TaskStream. [REF: TaskStream]

Program learning outcomes are identified for all of the College's academic programs offering degrees and/or certificates. Program learning outcomes are listed in the college catalog and in TaskStream. All programs have assessment plans. The student services programs have established program learning outcomes and assessment plans. The College has adopted five institutional learning outcomes, which also function as general education learning outcomes. [REF: Institutional Learning Outcomes- College Catalog pg. 14].

Student learning outcomes (SLOs) are available to students on all course syllabi; the general public and potential students may access program learning outcomes on the website. To ensure that course outcomes are aligned with the mission and vision of the college, each SLO is linked with its associated institutional learning outcome (ILO). SLOs are assessed regularly and the data is entered in TaskStream to determine if SLO objectives are met in each course.

Results of course-level student learning outcome assessment are recorded in TaskStream, which allows for retrieval of information at both detailed and summary levels. These reports become part of the Annual Unit Plans and Comprehensive Program Review, which are the basis for planning and resource allocation. The Institutional Effectiveness Committee reviews these Annual Plans, and feedback is provided to the programs. Comprehensive Program Reviews are done every 3 years District wide.

Faculty use course-level student learning outcome assessment results to improve curriculum and to inform their methods of instruction.

Self Evaluation

The College meets the standard.

College of Alameda identifies student learning outcomes for courses, programs, certificates, and degrees. Student achievement is assessed for these outcomes, and the results are used to make improvements. The College, in conjunction with District, is exploring purchasing the Student Learning Outcomes module from GoverNet to further integrate with the CurricUNET module.

Actionable Improvement Plans

None

II.A.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.

Description

College of Alameda considers itself an institution with outstanding faculty. Faculty members develop all course curricula and student learning outcomes. The Curriculum Committee is responsible for ensuring that all courses meet the intent of Title 5 regulations and that quality is maintained. The Committee ensures that each course outline of record contains all of the required elements and that the descriptive narratives for the College schedule and catalog, content outlines, and measurable objectives are integrated. The Office of Instruction provides updates on Title 5 regulations that may impact current and future curriculum plans. [REF: Curriculum Review Process and Checklist]

The Curriculum Committee ensures all courses support department and college outcomes and goals based on the college mission. Based on the disciplines, the course outlines of record are verified by the Curriculum Committee for quality of content and evaluation methods, which include substantial writing, non-computational problem solving, computation, or skills demonstrations on a regular basis to keep course information relevant and rigorous.

Curriculum Committee members receive regular training on Title 5 regulations, including the stand- alone-course training, and they rely upon the guidance provided by the Curriculum Committee Handbook.

New courses, and those being updated, are modified based on these regulations. The College offers collegiate and developmental courses and programs and short-term training.

Based on Title 5 Section 55206 Separate Course Approval regulations on Distance Education, courses intended for electronic or other modes of distance delivery must undergo a separate course approval process. Faculty submit a Distance Learning Addendum to the curriculum committee for review and approval. [REF: Sample DE Addendum- HIST2B] The College's Distance Education Coordinator supports faculty teaching hybrid and online courses. He provides training in learning theory and best practices in online teaching and learning to ensure the quality of our online courses.

Self Evaluation

The College meets the standard.

Processes are in place through the Curriculum Committee to assure the quality of all instructional courses and programs regardless of type of credit awarded, delivery mode or location. [REF: District Curriculum Approval Handbook]

Actionable Improvement Plans

None

II.A.2.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 instructional courses and programs.

Description

Faculty, in collaboration with the Curriculum Committee, consult the Curriculum Committee Handbook to create official course outlines for every course offered. These outlines include course objectives, course content, teaching methodologies and evaluation methods. Faculty design and propose academic programs of study according to established procedures. According to Board Policy 4020 and Administrative Procedures 4020 and 4022, [REF: BP 4020 Program Curriculum and Course Development; AP 4020 Program Curriculum and Course Development; AP 4022 Course Approval] the College relies upon the faculty through the Academic Senate for the development and implementation of quality courses and programs. This means faculty establishes courses and programs and is responsible for ensuring their continuous quality and improvement. Faculty is responsible for conducting the Annual Program Updates and Comprehensive Program Reviews.

College of Alameda has a number of processes to ensure that students receive high quality education through innovative courses and delivery methods: [REF: Curriculum Handbook]

    1) Curriculum Committee: A sub-committee of the Academic Senate, responsible for making recommendations to the Academic Senate on matters relating to the integrity of the curriculum. This integrity is evaluated relative to the Vision, Values, Mission, and Goals of the institution and the outcomes

of learning we seek to achieve. Further, the Curriculum Committee engages in oversight for the alignment of the curriculum with the College of Alameda and Peralta Educational Master Plans. [REF: Curriculum Committee Minutes]

2) District Council on Instruction, Planning and Development: The role of the Council on Instruction, Planning and Development (CIPD) is to coordinate the Colleges' work in academic areas and related planning; to provide a leadership role in program development; and to review college curriculum additions, deletions, or modifications and submit them to the Chancellor and subsequently to the Board of Trustees for approval. [REF: CIPD meeting minutes]

3) Annual Program Update: As a requirement for all academic programs, including CTE, an Annual Program Update (APU) is due each fall while a Comprehensive Program Review is due once every 3 years. The APU requires departments to submit the following data: [REF: Annual Program Updates; Annual Program Update Timeline 2014]

- Enrollment
- Student Success
- Faculty
- SLO and Assessment
- Strategic Planning
- Strategic Plan Relevance (labor market information and core indicator data)
- Accomplishments and Goals

College of Alameda has long recognized the central role of faculty in the development and implementation of student learning outcomes and assessment cycle. Faculty and staff use a team approach toward developing student learning outcomes and their assessment plans. The primary methods for evaluating student learning are through instructor designed assessment tools, most often examinations, presentations, or demonstrations. Student achievement of the required elements of learning are reported through final grades at the end of the semester.

Self Evaluation

The College meets the standard.

The institution uses established procedures to design and identify learning outcomes, and to approve, administer, deliver, and evaluate courses and programs. The College clearly recognizes the central role of its faculty for establishing quality and improving instructional courses and programs. The College continues to refine the assessment of program learning outcomes.

Actionable Improvement Plans

None

II.A.2.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.

Description

The College relies on faculty expertise and advisory committees to identify competency levels and measurable learning outcomes in Career and Technical Education. Advisory committees, which include members of the local business community, assist faculty in identifying the student learning outcomes and program learning outcomes required for career and technical programs. They help guide the curriculum based on the needs of industry and businesses that would most likely employ students completing a Career and Technical Education program. The advisory committee's role is to advise program directors on issues that affect the overall functioning of the programs including recruiting trends, changing industry needs, external accrediting standards, curriculum review and development, community affiliations, program policies, and equipment needs.

Industry Advisory Boards for Career Technical Education (CTE) courses as well as certain instructional support programs have been established to create dialogue between the community college and industry. All of College of Alameda's funded CTE Programs have an industry advisory board which allows the programs to stay current with industry standards. The industry boards, some of which directly work with our students, conduct evaluations and provide recommendations for improvements. The most recent recommendations include:

- Auto Body – Aluminum welding equipment, digitalized measuring scale and upgraded paint booth.

- Auto Technology – Revisions to current curriculum and outreach efforts.
- Aviation – New server to handle bandwidth.
- Business – New Transportation and Logistics Certificate & Degree to meet growing industry needs.
- CIS – Computer upgrades and revision of degree.
- Dental Assisting – Digitalized x-ray machine & software, upgraded cements and models.

The above recommendations are vital to student success in the workforce. Students trained on equipment and/or materials that are outdated will not be competitive candidates. Through both Perkins and CTE Transitions funding, CTE programs have the opportunity to present their needs to gain additional funding.

Faculty develop assessment tools that ensure comprehension of, and competency in, the discipline and measurable outcomes for all courses and programs. Faculty must complete the Annual Plan Updates and Comprehensive Program Review, which provide a report on the assessment of student learning outcome progress.

Annual Plan Updates are submitted to the Institutional Effectiveness Committee, which

reviews and provides feedback to the program faculty. Each program's plan is reviewed for completeness of information, analysis and plans with regard to student learning outcomes and program learning outcomes, program trends and performance, and action plan development for needs and goals. Extensive information is available to student, public, and community partners on individual program web pages. [REF: Apparel Design and Merchandising; Auto Body and Paint; Automotive Technology; Aviation Maintenance Technology; Business / Accounting; Computer Information Systems; Dental Assisting; Diesel Mechanics]

Self Evaluation

The College meets the standard.

College of Alameda relies on faculty expertise and advisory committees to identify competency levels and measurable learning outcomes for courses, certificates, programs and degrees.

Faculty are responsible for designing and updating course outlines to identify competency levels and measurable course and program learning outcomes. Faculty, as discipline experts, are also responsible for determining requirements for certificates and degrees.

Actionable Improvement Plans

None

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Description

Instruction at College of Alameda is provided by competent faculty who possess the discipline knowledge and teaching skills appropriate for their discipline. A rigorous hiring process, an extensive four-year tenure review process, and regular student and peer evaluations are all components in place to assure that faculty maintain excellence in the classroom.

All adjunct faculty meet the same standards for discipline competence as full-time faculty. They are evaluated in their first semester and, if they continue working at the College, are evaluated on a regular six-semester cycle. Instruction is supported in some disciplines by instructional aides and laboratory assistants who work closely with faculty.

Degree and certificate programs at College of Alameda conform to California Education Code/Title 5 requirements. They have been designed to meet the mission of the College, providing opportunities in transfer and career and technical areas with the necessary support to prepare students with the basic skills they need to be successful. Degrees and certificates are designed by discipline faculty with input from local industry experts and advisors, when

appropriate.

The curriculum development process ensures rigor and appropriate sequencing of courses. The procedure for initiating new or revised course outlines involves a structured, documented process developed in accordance with the criteria in the Curriculum Standards Handbook.

The Curriculum Committee ensures that all programs are given a thorough overview for content and application. The Curriculum Committee is a sub-committee of the Academic Senate, responsible for making recommendations to the Academic Senate on matters relating to the integrity of the curriculum. This integrity is evaluated relative to the Vision, Values, Mission, and Goals of the institution and the outcomes of learning we seek to achieve. Further, the Curriculum Committee engages in oversight for the alignment of the curriculum with the College of Alameda and Peralta Educational Master Plans. The Curriculum Committee's charge is framed in context of Title 5 which discusses the meaning of a community college degree:

> *It is a coherent and integrated patterns of learning experiences (to) prepare students (as) educated persons with a broad range of knowledge to evaluate and appreciate the physical environment, the culture, and the society in which they live; to be able to examine the values inherent in proposed solutions to major social problems; and to be able to participate effectively in their resolution. In short, the language of title 5 not only emphasizes the role of the Associate Degree as focused study in a specific field, but it also aims to direct community colleges to prepare citizens with a broad educational foundation, to develop a populace that can participate effectively in all domains of society: civically, economically, and politically.*

The Curriculum Committee: [REF: Curriculum Committee Minutes]

- Advocates for the integrity of all curriculum matters at College of Alameda.
- Reviews and makes recommendations on all curricular matters, including but not limited to: approval of new programs and courses, course revisions or deactivations, prerequisites and co-requisites, and placement of courses within disciplines; and process and outcomes evaluation protocols which effect curriculum.
- Reviews and recommends changes in general education requirements and graduation requirements.
- Makes recommendations regarding policies and procedures affecting curriculum.
- Engages in self-directed study, to meet its regulatory obligations under Title 5 of the California Code of Regulations, and to maintain authority delegated by the State Chancellor's Office.

Furthermore, all curriculum changes, revisions and additions must go through the Council on Instruction, Planning and Development (CIPD). The role of CIPD is: [REF: CIPD meeting minutes]

- To advise the Colleges of the District in academic areas and related planning
- To provide a leadership role in program development
- To review College curriculum additions, deletions, or modifications and submit them to the Chancellor and subsequently to the Board of Trustees for approval

Each college has five voting members who serve on the CIPD:

- The College Curriculum Committee Chair
- The Articulation Officer
- An Academic Senate appointee
- The Vice President of Instruction
- One other college administrator (the Vice President of Student Services or a Division Dean of Instruction).

To ensure quality and consistency of curriculum, District wide, all new curriculum must follow the District course approval and process as outlined in the Program and Course Approval Process Manual for Faculty and Administrators.

Appropriate sequencing is addressed through the process in which faculty within a department, in consultation with the Division Dean, discuss student needs with regard to appropriate numbers of sections of basic skills, workforce, general education, and transfer courses. The emphasis of this review is on appropriate sequencing of courses to ensure that students can matriculate through the institution with an appropriate time to completion.

While faculty and coordinators make preliminary determination of the schedule with sensitivity to breadth and depth, the Vice President of Instruction and the Deans work to ensure that resources are budgeted appropriately. This process ensures that full-time faculty are given appropriate teaching loads and that part-time faculty are allocated loads, in accordance with the needed schedule.

The course outline of record for each course is available on CurricUNET, which is searchable by any faculty member or administrator. Faculty members that are teaching the courses for the first time are advised to meet with mentor faculty to assist in course expectations.

Self Evaluation

The College meets the standard.

Faculty, Coordinators and Deans review information from the District Office of Research and Planning regarding student course-taking needs and behaviors for the annual program updates.

Through regular department meetings, academic programs routinely revisit the breadth, depth and rigor of their offerings and the Academic Senate assigns the Curriculum Committee the institutional lead to ensure that all courses demonstrate breadth appropriate topic coverage, methods of instruction, infusion of critical thinking and currency of educational materials. A strong productive partnership between instruction and student services helps ensure high

quality instruction, successful matriculation, and transfer.

Every year, sufficient numbers of courses and sections are offered to meet student certificate or degree goals. In addition, many academic programs participate in state and national organizations which keep them current on curricular changes. The career and technical programs at the institution meet the accreditation requirements of external entities.

Actionable Improvement Plans

None

II.A.2.d The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.
Description

College of Alameda recognizes that its students have diverse family and work responsibilities that impact their ability to enroll in courses, to persist and succeed in these courses, and to achieve their goals. Consequently the faculty, staff and administration of the College strive to provide a diverse schedule of course offerings using a variety of delivery modes including traditional face-to-face on-campus courses, hybrid courses, fully online courses, open-entry/open-exit, short term, late start, evening, and weekend courses. By providing educational opportunities in such a wide array of formats and schedules, the College hopes to minimize potential barriers to education. The College has a global student body – recognizing this, a global knowledge base is embraced. Demographics for students enrolled Spring 2014 are as follows (source: BI Tool-Demographics) :

Total headcount by gender- Spring 2014

CAMPUS	Total Headcount	Female	Male	Unknown
Alameda	6997	3694	3034	26
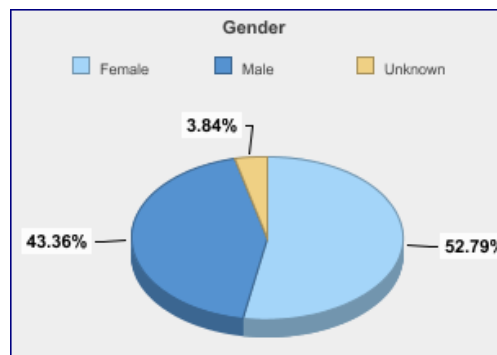
Total headcount by age- Spring 2014

Count	Below 16	16-18	19-24	25-29	30-34	35-54	55-64	65+
6997	19	227	3417	1281	689	1113	206	45
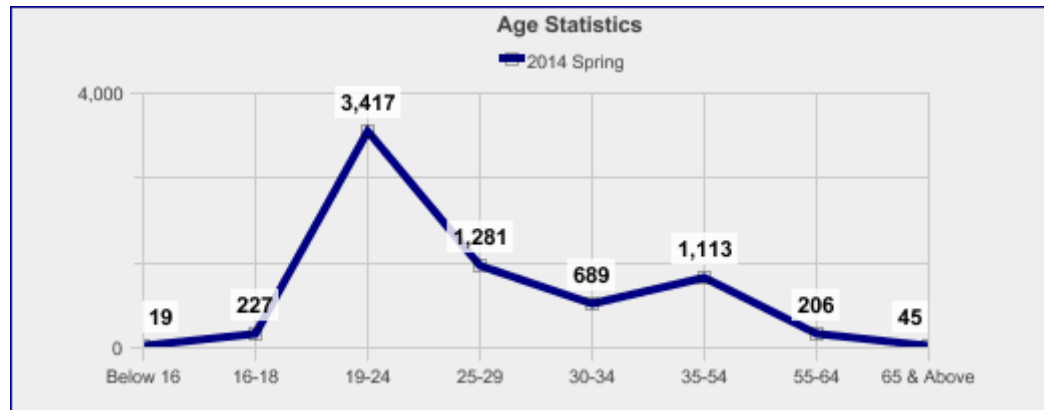
Ethnicity

2014 Spring	**Alameda**	
Ethnic Group	**Total Headcount**	**% Of**
Asian	1943	27.80%
Black/African American	1528	21.80%
White Non Hispanic	1075	15.40%
Hispanic	992	14.20%
Multiple	784	11.20%
Unknown/Non Respondent	358	5.10%
Filipino	242	3.50%
Pacific Islander	33	0.50%
Other Non white	25	0.40%
American Indian/Alaskan Native	17	0.20%
Grand Total	**6997**	**100.00%**

As seen from the data, College of Alameda has more female students than male, the average student age is 34 and the largest ethnic population is African American.

The overall teaching methodology for a course is identified in the course outline of record,

which is reviewed and approved by the Curriculum Committee. Within this overall framework, faculty utilize daily a variety of teaching methods to engage students and facilitate learning. Faculty recognize that students have different levels of academic preparation and learning styles, both of which influence their ability to succeed in a course.

Consequently, faculty use multiple methods of teaching including groups and peer-instruction, case study, problem-based learning, discussion and debate, self-paced activity, individualized instruction, collaborative projects, technology-based instruction, presentations, and learning communities.

The College provides faculty with a variety of technology solutions to support student learning such as:

- Computerized instructional support software and tutorials specific to a discipline;
- Assistive software, such as Kurzweil and Dragon NaturallySpeaking, that addresses the needs of those who are visual, auditory, or tactile learners;
- A course management system, Moodle, for distant and face-to- face instruction, which includes regular and effective communication, online discussion boards, quizzing, interactive lesson creation, email contact, and the ability for students to submit assignments;
- Smart classrooms

Assessment of teaching methods occurs individually through the instructor's own reflection and assessment of student learning outcomes, and at the departmental level through student evaluations of faculty and through faculty peer-evaluations. When instructors are evaluated, the peer-evaluator observes the delivery methods used and comments on their effectiveness. If an ineffective method is observed the evaluator discusses the methodology with the instructor and together they develop a more effective approach. The College's Distance Education Coordinator also provides training for faculty in learning theory, best practices in curriculum design, and technology tools.

Self-Evaluation

The College meets the standard.

The faculty of College of Alameda use varied delivery modes and dynamic methods of instruction to meet the needs and learning styles of its diverse student population. Continual dialogue is a means by which faculty share best practices and develop creative and effective teaching methodologies to better meet the needs of all students. [REF: Distance Education Resources; Using Moodle; Moodle Resources; Online Teaching Certificate]

Actionable Improvement Plans

None

II.A.2.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.

Description

The College of Alameda Curriculum Committee has developed an ongoing systematic process that allows the committee to review all courses. The Curriculum Review Process is an integral part of Program Review and Annual Program Update (APU) processes and involves the faculty of record reviewing the accuracy of the curriculum in their departments once every three years. The faculty are "structurally" supported in functioning to meet their responsibilities toward the curriculum. [REF: COA Curriculum Review Process and Checklist]

The purpose of the curriculum review process is to ensure the quality and institutional curricular fit (i.e. vision and mission and plan) of programs. Within the programs, this process is to ensure that degrees and certificates are relevant and in demand; and that course outlines of record are up to date and reflect the state of the discipline quality standards for content and delivery in the curricular offerings at the institution.

The Cluster Chairs are responsible for taking the lead for the departments in their areas facilitating the disciplinary faculty of record to develop, review and update curriculum. In this process, the Institutional Effectiveness Committee (IEC) and Curriculum Committee, with full support of the Office of Instruction, provide substantive administrative and material support to the Department Chairs Committee and disciplinary faculty of record.

In the process of updating curriculum, it is important to note that the Technical Review Committee assesses the degree to which course outlines of record are "technically correct" in determining if a degree, certificate, or course is ready for Curriculum Committee action. These "technical issues" are not about the content per se, but rather about adherence to current State Academic Standards for a quality course outline of record that enables other institutions to know clearly what it is we teach in any given course (e.g. this is important in the articulation and transfer processes for students). [REF: Curriculum Committee Minutes; CIPD meeting minutes]

Curriculum Review Cycle

Starting in Fall 2014, the College of Alameda Curriculum Committee and the Office of Instruction shall be discussing curriculum updates with each program in the three groups (one each year):

Group A (2014-15)	Group B (2015-2016)	Group C (2016-17)
Natural Sciences	**Arts & Humanities**	**Social & Behavioral Sciences**
BIOL	COMM	PSYCH
CHEM	HUMAN	SOC
PHYSC	PHIL	AFRAM
ASTRO	ART	ASAME
ATHL/KINS	DANCE	MLAT
	MUSIC	SOSC
Business, CIS, MATH	**Language Arts**	ANTH
CIS	ENGL	GEOG
BUS / ECON	ESL	HIST
MATH	World Languages	POSCI
ATECH		GEOL
DMECH	**COUN / Student SVCS**	
ADAM	COUN	
AMT	LIS	
DNTL	HUSV	
HLTC	LRNE	
WELD	LBRL	

Self Evaluation

The College meets the standard.

College of Alameda has implemented a systematic process of program review for assessing the relevance, appropriateness, achievement of student learning, and currency and future needs of its courses and programs. Student learning outcomes at the program level are evaluated annually through the Annual Program Updates and Comprehensive Program Review. For career technical programs, advisory boards play an important role in the evaluation and review process. [REF: Annual Program Updates; 2011-12 Program Review Summary; 2010-11 Program Review Summary]

The College has completed many cycles of program review, assessing and modifying the analysis in order to improve effectiveness of the process and usefulness of the outcomes. The College does this continuously to continuously improve and integrate strategic planning processes. The College, in collaboration with the District Office, are reviewing the current program review process, suggesting improvements, and revising the process to strengthen integration of student learning assessment data and enhancement to the technology

infrastructure that facilitate the program review processes. [REF: District Planning Timeline]

Actionable Improvement Plans

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.

II.A.2.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.

Description

In accordance with Board Administrative Procedure 4210-Student Learning Outcomes [REF: AP 4210 Student Learning Outcomes], the institutional planning process at the College integrates student learning outcome assessments and these assessments impact program review for academic and student support programs.

The results of program review are evaluated and discussed by the Institutional Effectiveness Committee. The planning body provides extensive feedback to the programs for their improvement and the information within the Annual Program Updates and Comprehensive Program Reviews in its planning processes and decisions. The content of the Annual Program Updates and Comprehensive Program Reviews weighs greatly in determining the priority of the position request. In a similar fashion, program requests for equipment and facilities are routed to the appropriate college committees that fund these requests as well as to the appropriate planning committees. Consideration of the program's performance and student learning outcomes assessments can influence the priority that is assigned to these program requests.

The College undergoes an Annual Program Update (APU) process that serves to evaluate courses, degrees, certificates and other instructional programs on an annual basis. Within the APU, each department is required to input data relating to achievement of student learning outcomes (SLO). Additionally, all SLO and assessment data is entered and analyzed through TaskStream. [REF: Annual Program Updates; TaskStream; CurricUNET]

Self Evaluation

The College meets the standard.

Assessment activities are integrated into the culture of the College, both for instructional and non-instructional programs. Planning processes at all levels require evidence of effectiveness

and impact, both from student learning outcome and program learning outcome assessment results. Discussion of student achievement takes place in many forums and committees across campus. An example is distance education and student success data/measures being discussed at the Academic Senate. [REF: Academic Senate Agenda: 9-18-14]

Actionable Improvement Plans

None

g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Description

Instructional programs do not use college-wide exams. Programs that require licensure exams are governed by outside organizations and are assessed for 'lack of bias'. One such program is the Registered Dental Assisting Program that is certified by the American Dental Association (ADA) Council on Dental Education for Dental Assistants. [REF: Dental Assisting Requirements]

Self Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

II.A.2.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.

Description

All credit-bearing courses offered by the College, "provide for a measurement of student performance based on stated course objectives and uniform grading standards" in accordance with Board of Trustees Policy 4230 [REF: BP 4230 Grading and Academic Record Symbols]. Since student performance is evaluated against the course objectives, the Curriculum Committee ensures that each course outline of record clearly states the course objectives and method of grading. This course outline of record is the standard for every section taught regardless of location or mode of delivery. In this way the awarding of credit is consistent across all sections of a course. [REF: Program and Course Approval Process

Manual for Faculty and Administrators]

Student learning outcomes are also required on the course outline of record. Faculty develop student learning outcomes based upon the measurable course objectives. Students' grades in the course are based upon their successful meeting of the course objectives thusly the meeting of the course-level student learning outcomes. Assessment of course- level student learning outcomes is one means by which faculty determine how effectively students master the course objectives.

Credit is attached to courses that meet the criteria for such courses established in the Board of Trustees Administrative Procedure 4020 Definition of Credit Courses [REF: AP 4020 Program Curriculum and Course Development]. According to the Curriculum Committee Handbook, the amount of credit associated with a course is based upon the Carnegie unit Standard. This standard defines one semester unit of credit equal to three hours per week of work in a semester consisting of at least 16 weeks in duration. Title 5 section 55002 defines credits in the same manner.

Self Evaluation

The College meets the standard.

College of Alameda awards credit based on student achievement of the courses' stated learning outcomes and units of credit awarded are consistent with norms and equivalencies appropriate for higher education.

Actionable Improvement Plans

None

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Description

Upon the recommendation and justification of discipline faculty, the Curriculum Committee and Board of Trustees approve all degree programs for general education and career technical education programs, and certificates for career technical education programs. Board Policy 4100, Requirements for Degrees and Certificates, states said requirements and Board Policy 4025, Philosophy and Criteria for Associate Degree and General Education, adds the criteria of performance and student development of measurable outcomes. [REF: BP 4100 Graduation Requirements for Degrees and Certificates; BP 4025 Philosophy and Criteria for Associate Degree and General Education]

Therefore, successful completion of a program of study requires students to successfully pass all courses in the program in addition to having developed specific knowledge, skills and

abilities in the process. These acquired traits are defined by the program learning outcomes. Every degree and certificate program offered by the college has program learning outcomes on the program homepage on the College website. [REF: Sample Program Description Catalog-Mathematics; Sample Program Description for Website: Astronomy]

Faculty have developed the program learning outcomes based upon the student learning outcomes of the courses required by the program. Course- level student learning outcomes are integrated into or aligned with program learning outcomes and general education/institutional learning outcomes. Since students' grades in their courses are based upon their success in meeting course objectives and learning outcomes, and since all the courses in the program contribute to the mastery of the program learning outcomes, students who successfully complete all of the requisite courses in a program will likewise have achieved the program learning outcomes. Degrees and certificates are awarded to these students.

Self Evaluation

The College meets the standard.

College of Alameda awards degrees and certificates based on student completion of courses and attainment of abilities and insights embodied in the program and general education/institutional learning outcomes.

Actionable Improvement Plans

None

II.A.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.

Description

The College Catalog, available to the community in print and electronic formats, states the College's general education philosophy and the general education requirements for the associate degree. The Title 5 Section 55805 statement on the role of general education is included in the "Academic Requirements: Associate in Arts Degree and Associates in Science Degree" section of the catalog. The "Graduation Requirements" section provides additional explanation of the difference between general education and more specialized education and states student learning outcomes of the general education.

Board Policy 4025 has granted the College of Alameda Curriculum Committee the purview to identify courses that should be included in the general education curriculum [REF: BP 4025 Philosophy and Criteria for Associate Degree and General Education].

Courses included in the general education requirements for the associate's degree programs, which are updated on an annual basis, are highlighted within 5 content areas:

1) Natural Sciences
2) Social and Behavioral Sciences
3) Humanities
4) Language and Rationality
5) Ethnic Studies

Students must complete categories 1 through 5 of the General Education requirements; at least 19 units of which must be completed in Categories 1 through 4.

To provide clarity, the general education requirements in the College Catalog are formatted into tables with three different options: [REF: College of Alameda Catalog page 50]

General education requirements for an AA/AS degree without an option to transfer

General education requirements for transfer to a CSU; and,

General education requirements for transfer to a CSU or UC

Faculty members design and develop course proposals that include the course outline of record, course objectives, student learning outcomes, methods of instruction, evaluation, exemplar assignments, and suggested texts. Each course proposed through the Curriculum Committee to fulfill an area of the College's A.A./A.S must be approved by the Curriculum Committee. Additionally courses that meet degree requirements are approved by the Council on Instruction, Planning and Development (CIPD). CIPD plays a coordinating role within the District so that the four Colleges offer courses that meet the degree requirements set by the Board without undue duplication among Colleges. Information about general education, degree and certificate requirements are posted on the College website. [REF: College of Alameda Website-Degrees]

Self-Evaluation

The College meets the standard.

General education is required as a component of all academic and career and technical degree programs. This general education information is clearly stated in the College Catalog. The College relies on the faculty, the Curriculum Committee, and clearly defined criteria to determine the appropriateness of the courses for inclusion in the general education curriculum.

Actionable Improvement Plans

None

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

II.A.3.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.

II.A.3c. 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.

Description

The overall goal of the general education requirements at College of Alameda is to allow the student the opportunity "to develop breadth of knowledge and contribute to a balanced education," as described in the College Catalog. More specifically, students who complete the general education requirements at College of Alameda are able to use creative and critical thinking, demonstrate effective communication skills, understand society and culture, and use scientific and quantitative reasoning. Board Administrative Procedure 4025 outlines the District philosophy on general education. [REF: BP 4025 Philosophy and Criteria for Associate Degree and General Education]

Each course accepted by the Curriculum Committee for inclusion in the general education program has course objectives identified in its course outline of record as well as clearly identified student learning outcomes. These course-level student learning outcomes are aligned with the general education/institutional learning outcomes through TaskStream, the online database that allows for recording and reporting of student learning outcomes. This linkage enables the indirect assessment of general education/institutional learning outcomes.

Courses that satisfy Area 1—Natural Sciences

Courses in the natural sciences are those that examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course should help you develop an appreciation and understanding of the scientific method and encourage an understanding of the relationships between science and other human activities.

Courses that satisfy Area 2—Social and Behavioral Sciences

Courses in the social and behavioral sciences are those that focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course should help you develop an awareness of the method of inquiry the social and behavioral sciences use. It should stimulate critical thinking about the ways people act and

have acted in response to their societies and should promote appreciation of how societies and social subgroups operate.

Courses that satisfy Area 3—Humanities

Courses in the humanities are those that study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course should help you develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments.

Courses that satisfy Area 4—Language and Rationality

Courses in language and rationality are those that develop for you the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication in whatever symbol system you use.

Courses that satisfy Area 5—Ethnic Studies

Ethnic studies is an intensive and scholarly study of African-American, Hispanic, Asian, and/or Native American experiences in the United States involving an examination of these cultures and the history, social, economic, and political influences on them.

The Ethnic Studies requirement directly addresses standard 2.A.3.c. and the College's vision: [REF: College of Alameda Catalog page 50]

> *'The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world'*

College of Alameda general education requirements encompass:
- Oral and written communication through the English Composition and Communication requirements
- Information Competency through the Computer Literacy requirement
- Scientific and quantitative reasoning through the Natural Science and Mathematics requirements
- Critical Analysis/Logical Thinking through the Social and Behavioral & Humanities requirements

Self Evaluation

The College meets the standard.

The College's comprehensive general education/institutional learning outcomes encompass the basic content and methodology of the major areas of knowledge, the skills to be a productive individual and lifelong learner, and the qualities of being an ethical human being and effective citizen.

The College's instructional areas are deeply rooted in infusing civic engagement and responsibility; diversity and inclusion; and the liberal studies pedagogy into the fabric of the

College. Some examples of this commitment are the Alameda Promise Project, Men of Color Initiative (Brotherhood), the Learning Communities, Pathways to Law School Program, and Open Gate. [REF: Alameda Promise Project; Men of Color Initiative (Brotherhood); Pathways to Law School Program; Open Gate]

Furthermore, the College is committed to seeking innovative ways of supporting student learning and opportunities. The College has a commitment to strengthen student success through incubation of new programs and initiatives. One example is the Urban Center for Entrepreneurship and Innovation. [REF: Urban Center for Entrepreneurship and Innovation] and another are the Learning Communities that have , since 2009, served students who have need of basic skills through culturally relevant pedagogy. Formal learning opportunities are supplemented by robust programs and events sponsored through the Associated Students (ASCOA). [REF: Student Activities Newsletter: October 2014]

Actionable Improvement Plans

None

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Description

All of the degrees offered by College of Alameda include general education requirements; reading, writing, and math competencies; and an ethnic studies requirement, along with core courses representing either an academic area of emphasis or an occupational major. Between 2012- 2014, significant degree changes were made to develop Associate Degrees for Transfer (ADT) in many areas of study. Title 5, section 6675-49, requires that all California Community Colleges offer associates degrees for transfer to CSU. The degrees must include 60 sem/ 90 qtr units, completion of IGETC or CSU-Breadth, minimum 18 semester/27 qtr. units in the major and, no additional local requirements. College of Alameda offers 8 ADT's in the following subjects: [REF: College of Alameda Catalog page 63; ACCJC Letter August 2014]

- Business (AS-T)
- Math (AS-T)
- Art History (AA-T)
- Communication (AA-T)
- English (AA-T)
- History (AA-T)
- Political Science (AA-T)
- Psychology (AA-T)

Self Evaluation

The College meets the standard.

All academic and career and technical degree programs include either focused study in one area of inquiry or an established interdisciplinary core. The College continues to focus on the development of ADT degrees to provide further opportunities to students.

Actionable Improvement Plans

None

II.A.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.

Description

College of Alameda's Career Technical Education programs examine students' ability to successfully demonstrate technical and professional competencies through assessment of course and program level learning outcomes [REF: College Catalog, page 17; CTE Website]. These student learning outcomes and program learning outcomes are created to ensure that students who complete the program are prepared for immediate employment and/or external licensure exams. All Career and Technical Education certificate and degree programs have advisory boards that include members of the local business community. These boards help to ensure that curricula and learning outcomes meet the needs of industry and businesses that will most likely employ students completing the program.

The college has consluted and continues to consult with local workforce development boards in developing vocational and occupational certificates and degrees. Many of our Career and Technical Education (CTE) programs are linked with CTE pathways at local high school districts:

COA Program	High School Pathway
Apparel Design & Merchandizing	Oakland Tech Fashion Art & Design Academy
Aviation Technology	Oakland Tech Engineering Academy
Computer Science	Encinal High School Computer Science Academy
Dental Assisting	Berkeley High School Academy of Medicine

In addition to being accredited by the ACCJC, specific CTE Programs have supplemental accreditation/certifications:

1) Auto Technology: National Institute for Automotive Service Excellence (ASE)
2) Aviation Technology: The Federal Aviation Administration (FAA)
3) Registered Dental Assisting Program: American Dental Association (ADA) Council on Dental Education for Dental Assistants

The College of Alameda ATLAS Program offers innovative, short term programs which produce job ready candidates. ATLAS programs include: [REF: ATLAS]

1) Green Diesel Technician Program
2) Office Administration for the Logistics Industry Certificate Program
3) Warehouse Operations and Forklift Certification
4) Customized Training for interested companies and community organizations

ATLAS also provides a number of student support services such as:

- College and financial aid workshops
- Cover letter and resume workshops
- Job Placement
- Counseling
- Student Mentoring

Regular assessment of the effectiveness of Career and Technical Education programs in preparing students with these competencies occurs through the Annual Program Update and Comprehensive Program Review. Additionally, some Career and Technical Education programs are accredited by external agencies and must demonstrate their effectiveness during their accreditation review cycle.

Self Evaluation

The College meets the standard.

Each career and technical program has competencies that students must meet to successfully obtain a degree or certificate. There is broad discussion related to career technical education programs and student success. [District CTE Committee Composition; District CTE Committee Mission, Structure, and Scope]

Actionable Improvement Plans

None

II.A.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 consistent with those in the institutions' officially approved course outline.

Description

The College provides accurate information about educational courses, programs, and transfer policies through the College Catalog, schedule of classes, counseling services, workshops, and web site. The College Catalog clearly describes the degrees and certificate programs and lists the course requirements for each program. The College includes an accuracy statement in its catalog and schedule of classes.

The catalog and schedule of courses, both printed and electronic versions, list all courses with a brief description of purpose and content, number of units and class hours, pre-requisites and/or co-requisites, basic skills recommendations, and transferability. In all courses, students receive a syllabus that contains, among other required elements, a description of expected student learning outcomes. These learning outcomes are consistent with those listed in the course outline of record. Copies of course syllabi are maintained in the Division Offices.

The catalog also provides detailed profile of each program. This profile identifies the degree or certificate options, a description of the purpose and content of the program, the program learning outcomes, and detailed degree and/or certificate requirements. The College website provides the same information as the catalog but in a different format. [REF: College Catalog]

The College Catalog identifies policies on transcripts, transferring within the district, the Transfer Center, Transfer Admission Guarantee/Agreement, Associate in Arts and Associate in Sciences Degrees, Transfer Degrees (AA-T, AS-T), and Transfer-in students. The catalog also defines general education requirements to transfer to the CSU and UC system and lists specific courses approved for transfer to each of these systems. This information is updated annually upon publishing a new catalog. The College website allows for more frequent updating. The Transfer Center provides transfer guides, transfer agreement charts, and links to Project Assist. Additionally, the Transfer Center website provides students with transfer related resources. The College website provides details on the requirements for AA-T and AS-T degrees. Finally, the College website provides students with information on evaluating and requesting transcripts.

Students also receive transfer information during college orientation and counseling sessions, during visits from four year college representatives, and during the annual Transfer Fair. The Transfer Center also collaborates with the Counseling Department by reporting updates and changes in the transfer policies with counselors through counseling meetings. [REF: Transfer Center; Services for Students]

Counselors are also available to review transcripts, help students develop an education plan and/or educational track, such as CTE, and other programs to help move them forward and guide students towards their academic achievements and endeavors.

To determine course-to-course articulation, Counselors utilize www.assist.org to assist with development of educational plans and transfer paths. The College of Alameda Articulation Officer works to insure that College of Alameda transferable courses remain in compliance with transfer curriculum standards.

A course syllabus is given to each student at the start of each class to assure students that the course taken consists of the necessary requirements needed for transfer to a four year institution. This will provide positive student learning outcomes and academic excellence for both students and the institution.

Self Evaluation

The College meets the standard.

Clear and accurate information about courses, programs, transfer policies, degrees and certificates is provided in the College catalog and on the College's website. [REF: Degrees and Certificates Webpage] All course syllabi specify learning outcomes that are consistent with the approved course outline. Program learning outcomes are specified online and in the College catalog.

Actionable Improvement Plans

None

II.A.6.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.

Description

The College provides accurate information about educational courses, programs, and transfer policies through the College catalog, classrooms, counseling, workshops, and web site.

The mission of the College's Transfer and Articulation Program services is to provide a seamless transition to four year-universities, to assist diverse student populations in transferring, to empower them to successfully reach their transfer goal, and to increase the transfer rate among students.

The primary function of the Transfer Program, outlined in Board Administrative Procedure

5120 [REF: AP 5120 Transfer Center], is to help students transfer from College of Alameda to four-year colleges and universities both in- and out-of-state. The evaluators use ASSIST.org, College Source, as well as course outlines of record and syllabi as tools to guide them in determining the comparability of courses to be used for local degrees, in addition to general education breadth and major preparation requirements for transfer. Discipline faculty are consulted as needed. Transfer Credit Policies are also discussed in the Board of Trustees Administrative Procedure 4050 [REF: AP 4050 Articulation] .

Through the Curriculum Committee and the Articulation Office, courses are examined for transferability to four-year universities, specifically to California State Universities and the University of California system. These courses and transfer programs are reviewed and updated based on the changes to maintain the transferability of the courses. Currently, College of Alameda has articulated 286 UC- and 408 CSU- transferrable courses.

These courses are identified in the College catalog and are housed in a state-wide database system, Project Assist, which is updated annually. The College catalog also includes the transfer programs and policies including CSU General Education Patterns, and Inter-segmental General Education Transfer Curriculum (IGETC) and UC general education pattern, the credit policies of Advance Placement, and College-Level Examination Program policies toward AA/AS degree and Transfer GE patterns. [REF: College Catalog, page 198-200]

Self-Evaluation

The College meets the standard.

College of Alameda's transfer policies ensure that all students are able to transfer into and out of the college. Credit is granted when the learning outcomes of courses align. Articulation agreements and transfer guarantees/agreements facilitate this process ensuring a clear process for students. The College continues to advertise and promote transfer services through the Transfer Center, orientation courses, and various workshops in order to increase student awareness of the services. [REF: Transfer Center Flyer- August 2014]

Actionable Improvement Plans

None

II.A.6.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.

Description

Following District Administrative Procedure 4021: Program Discontinuance-Consolidation [REF: AP 4021 Program Discontinuance_Consolidation] , when substantial changes to a program are required, or when a program is recommended for discontinuance, the

Curriculum Committee will work in tandem with the Office of Instruction to record the change in the next catalog [REF: Sample College Schedule Review Timeline-SP15; Sample District Schedule Production Timeline-SP14]. If the changes take place mid-year after the catalog has been published, then the Office of Instruction will update the online version of the catalog and degree web pages.

Consistent with the Catalog Rights policy, students can expect to complete their educational goals in a timely manner and are held to the graduation requirements in place at the time enrollment begins [REF: Catalog Rights; College Catalog page 50]. When changes to a program occur, the department makes arrangements to accommodate students in completing their program of study. Faculty may recommend a course substitution or may create an independent study course in order for students to complete their program. The Counseling Department, faculty in the discipline, Dean of the discipline, and Admissions and Records work collaboratively with the affected students to ensure they meet the requirements to complete their program of study.

Self-Evaluation

The College meets the standard.

When programs change or are discontinued, appropriate arrangements are made to assure enrolled students can complete their education in a timely manner.

Actionable Improvement Plans

None

II.A.6.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 regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Description
The Office of the President, in conjunction with the District Public Information office, is the liaison between the College, the public and the press and is dedicated to providing effective communication about the college. The College website is maintained through the Office of the President. The Office of Instruction is the lead to ensure that official publications such as the College catalog and class schedule are accurate.

The College includes an Accuracy Statement in the College catalog and schedule of classes [REF: College Catalog Accuracy Statement; page 19]. When corrections or changes are required, the Office of the President does so immediately for online communications. Printed materials, such as the catalog and schedule of classes, are corrected upon the next printing. [REF: Sample College Schedule Review Timeline-SP15; Sample District Schedule

Production Timeline-SP14].

Each spring the catalog is reviewed by the Vice Presidents, Division Deans, Registrar, Curriculum Committee and departments who have authority over various pieces of content, such as counseling and financial aid. These entities review the policies, procedures, and other content under their purview; for example, the Curriculum Committee notifies faculty of deadlines for inclusion of changes in curriculum to the catalog. The Curriculum Specialist in the Office of Instruction provides a list of changes approved by the Curriculum Committee to degrees and certificates. All changes are reviewed and made by the Office of Instruction. Once the catalog is sent to print, a PDF format is posted online. If mistakes in the printed catalog are noted, the correction is listed on the Catalog website. [REF: College Catalog webpage] Changes are also posted live on the online schedule and in Passport. [REF: Online Schedule of Classes]

Self Evaluation

The College meets the standard.

Clear and accurate information is provided to students, the public and press. Specific processes are followed to regularly review and update the information presented in the catalog and schedule of classes. All communications are assessed for accuracy and consistency and corrections are made as needed.

Actionable Improvement Plans

None

II.A.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 world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Description

In order to maintain the integrity of the teaching-learning process, College of Alameda publishes and upholds the Board of Trustees' Policy 4030, Academic Freedom [REF: BP 4030 Academic Freedom]. The board policy also recognizes employee rights to freedom of speech and political activities which allows for:

- The discussion and study of political, social, and moral issues when such discussion and study are appropriate to the subject matter of a course.
- The conducting of student and employee elections and campaigning connected therewith.

Faculty include a statement regarding academic honesty on their course syllabi [REF: Sample Syllabus]. College of Alameda is a non-sectarian, public institution and as such does not promote or require specific beliefs or world views.

The College upholds the District Student Code of Conduct and Policy 5500 on Student Standards of Conduct, Policy 4255 Dismissal and Readmission, and Policy 5530 on Student Rights and Grievance. [REF: AP 5500 Student Standards of Conduct; 4255 AP Dismissal and Readmission; 5530 AP Student Rights and Grievance] Additionally, on College of Alameda's website, resources on handling Student Code of Conduct issues are available. [REF: Resources for Handing Student Code of Conduct; Academic Dishonesty] The Student Code of Conduct, Student Disciplinary Process, and Student Grievance Process are also printed in the College catalog and the Student Handbook. [REF: College Catalog, pages 214-224]

Self Evaluation

The College meets the standard.

The faculty are aware of the need to distinguish between personal conviction and professionally accepted views in a discipline. The publication of policies concerning student conduct and academic integrity give students clear prior notice of these expectations.

Actionable Improvement Plans

None

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with Standards and applicable Commission policies.

Description

College of Alameda does not offer curricula in foreign locations.

Self Evaluation

The College meets the standard, but currently has no plans to offer curricula in foreign locations.

Actionable Improvement Plans

None

LIST OF EVIDENCE (in alphabetical order)

2014 Community College Survey of Student Engagement
AP 4020 Program Curriculum and Course Development
AP 4021 Program Discontinuance_Consolidation
AP 4022 Course Approval
AP 4050 Articulation
AP 4210 Student Learning Outcomes
AP 4255 Dismissal and Readmission;
AP 5120 Transfer Center
AP 5500 Student Standards of Conduct
AP 5530 Student Rights and Grievance
Academic Dishonesty
Academic Senate Agenda: 9-18-14
ACCJC Letter August 2014

Achievement Gap
Alameda Promise Project
Annual Program Update
Annual Program Update Timeline 2014
Apparel Design and Merchandising
ATLAS
ATLAS Program
Auto Body and Paint
Automotive Technology
Aviation Maintenance Technology
Best Practices in Online Teaching, Learning Strategies and Pedagogy-Fall 2014
BP 4020 Program Curriculum and Course Development
BP 4025 Philosophy and Criteria for Associate Degree and General Education
BP 4030 Academic Freedom
BP 4100 Graduation Requirements for Degrees and Certificates
BP 4230 Grading and Academic Record Symbols
BI Tool
Business / Accounting
Center for Community Change
CIPD meeting minutes
College Catalog
College of Alameda Website- Degrees/Certificates
Computer Information Systems
CTE Webpage
Curriculum Committee Minutes
Curriculum Review Process and Checklist
CurricUNET
Degrees and Certificates
Dental Assisting
Dental Assisting Requirements
Diesel Mechanics
Distance Education Resources
District CTE Committee Composition
District CTE Committee Mission, Structure, and Scope
District Curriculum Approval Handbook
District Planning Timeline
English Cohort Analysis
Enrollment Demographics- Distance Education Status
Gainful Employment
Institutional Learning Outcomes- College Catalog pg. 14
Learning Communities
Math Cohort Analysis
Men of Color Initiative (Brotherhood)
Moodle Resources
Online Schedule of Classes
Online Teaching Certificate
Open Gate
Pathways to Law School Program
Program and Course Approval Process Manual for Faculty and Administrators
Program Review Summary- 2011-12

Program Review Summary- 2010-11
Resources for Handing Student Code of Conduct
Retention Rates
Sample Advisory Board: Apparel Design and Merchandising
Sample College Schedule Review Timeline-SP15
Sample District Schedule Production Timeline-SP14
Sample Course Outline of Record- SOC120
Sample DE Addendum- HIST2B
Sample Program Description Catalog- Mathematics
Sample Program Description for Website- Astronomy
Sample Syllabus
Student Activities Newsletter: October 2014
Success Rates
Task stream
Transfer Center Website:
Transfer Center Flyer- August 2014
Urban Center for Entrepreneurship and Innovation
Using Moodle

II.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.

Description

College of Alameda's student services components foster a student centered environment built on the philosophy of student development. This philosophy synchronizes with the College mission to serve the "educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals." [REF: 2014-15 College of Alameda (COA) Catalog, page 12]. While most of the services for students at the College are delivered by departments within the Student Services Division, those provided by Instructional areas or in collaboration with Instructional areas and Administrative Services evoke this philosophy of being student centered and student focused. Relations between members of the three major divisions at the College (Student Services, Instruction, and Administrative Services) are collegial and student focused. Members of the Student Services Division are leaders on campus and bring their student empowerment and development perspective to formal and informal meetings and committees. The Student Services Division itself is organized according to a smooth delivery of services, with one Dean providing leadership for enrollment services, and the other Dean providing leadership for programs for students seeking services from special programs such as EOPS, DSPS, CalWORKs, and Cougar Scholars (for former foster youth).

In alphabetical order, COA services that contribute to student access and success are:

 Admissions and Records (liaison with PCC District Service Area)
 Assessment (liaison with Instruction: Learning Resource Center)
 Articulation
 Athletics (supervised by the Dean)
CalWORKs
 Counseling
 Extended Opportunities Programs and Services (EOPS)/Cooperative Agencies Resources for Education (CARE)
 Financial Aid (Student Financial Assistance)
 Health Services
 International Students (liaison with PCC District Service Area)
 Matriculation (Student Success and Support Program)

One-Stop Career Center
Orientation
Outreach and Recruitment
Programs and Services for Students with Disabilities (DSPS)
Student Success Learning Communities (jointly with Instruction)
Student Activities
Transfer Program
 Veterans Services

The aforementioned services are described in detail in the COA Catalog, pages 39 to48. The semester class schedules also include information about the programs and services and the information is also reflected in the Student Handbook. In addition, specific programs disseminate their detailed information, not only throughout the campus via flyers and tabling during College-wide events, but via regular mail, email and the Colleges website.

The College provides access to all programs and services to all students by employing a culturally and ethnically diverse, highly trained staff and faculty who are oriented to problem solving and collaboration. The College has counseling faculty, knowledgeable admission & records and financial aid staff, Extended Opportunities Programs and Services (EOPS) and Programs and Services for Students with Disabilities (DSPS), departments that students have easy access to, to help assist, guide and navigate through the College experience.

The majority of student services components are housed in the Welcome Center which opened after several years of planning in fall 2009. The following principles guided the design of the Welcome Center:

Student development (empowerment) philosophy

- Anticipate student needs and demands
- Help students learn how to access services such as enrollment and financial aid independently
- Provide a self-service area of computer terminals, as well as printed information. Provide a staff member to be available to assist with technical questions.

No wrong door/every door is open

- Students will not be sent from building to building or counter to counter to find a service.

Unified service

- Move away from departmentalization and toward communication, cross training and the elimination of boundaries
- Reduce duplication of services and staffing costs.

Seamless service

- Maximize our use of the telephone, the Internet, and face-to-face service to meet the diversity of individual student needs
- Enable students to receive services without regard to time, place, and pace.

One-stop shop

- Locating student services in the same area does not guarantee that student will be able to access the services they need. Staff need knowledge, a can do attitude, and flexibility to serve the students.

Technology will assist in achieving these principles by

- Providing kiosks in locations around campus where students can access information about programs and classes, as well as their own official records (transcripts, grade reports, class schedules, financial aid information, billing information).
- Providing a SMART card (student identification card encoded) that will allow students to access the library, copy documents, pay for books (for sponsored students), pay for parking, etc.
- Providing placement and orientation on-line.
- Providing for continuous admission.

Design elements:

Create a central horseshoe welcome area, where staff will provide

- Information on all services for all new and continuing students
- Admissions and enrollment services (i.e., receive and turn in admissions applications, turn in approved class program forms, make transcript requests); direct assistance to students to help them use on-line admissions and class enrollment
- Financial aid information and assistance in basic services as well as direct assistance to students to help them file for financial aid on-line
- Personalized referrals and appointments, when appropriate, for admissions specialist, assessment and orientation services, counseling, financial aid, Dean and Vice-President, EOPS, Transfer Center, veterans services

Surrounding the central horseshoe welcome area are

- Areas for specialists who are there to resolve problems that cannot be resolved at the welcome center or the self-service area.
- Offices for counseling and four year college representatives.
- Computer workstations for students to enroll on-line, take placement tests, complete orientation, file for financial aid, review transfer information.

Services and the service flow in the Welcome Center are continuously evaluated through student learning outcomes, input from faculty and staff, and student feedback to ensure that students' needs are met. A committee of staff and faculty working in the Welcome Center, the Building A committee, met monthly during the first three years to ensure that the center functioned smoothly.

Several advisory committees are designed specifically to address and discuss student learning and access to programs and services, i.e., the President's Council, Department Chair meetings, Student Services Council, Matriculation Committee/Student Success and Support

Program, Curriculum Committee, and the Student Equity Committee of the Academic Senate.

IIB. 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.

Description

College of Alameda ensures that student support services maintain an environment that results in student success by providing access to programs and services that re-enforce the College's mission. The staff and faculty of the College's student support programs work collegially and collaboratively with each other and with members of the administration, faculty, and classified professional staff to support student learning and enhance achievement of the College mission. The College culture of caring is practiced and modeled by each member of the staff and faculty.

Students can access enrollment and student support services through the College website as well as the Peralta Distance Education website. [REF: Student Services; District Distance Education] Students can access program information, forms, and counseling services online. The CCCApply enrollment application has a supplement with questions designed for Peralta Community College District students to determine what their needs might be.

Admissions and Records

Admissions and Records Department serves as the first point of access to the College for new students and the general public. The campus based Administration and Records office is a District based function that is managed by local administrators. The A & R office is supervised by the Dean of Enrollment Services.
Admissions and Records staff pride themselves on providing exceptional customer service. While enrollment and other services are available on-line, A&R also assists students directly with adding and dropping classes; changing majors and personal information; enrollment verification; ordering official transcripts; records corrections; and other issues that affect registration and enrollment. [REF: A&R 13-14 APU].
The Admissions and Records office is located within the Welcome Center that supplies twenty-one computers and one printer used by the students to submit on-line applications to CCC Apply through the PASSPORT system, add/drop classes, make changes in personal information and print unofficial transcripts. The Welcome Center also provides space to hang the Credential Solutions transcript banner to inform students how to submit official transcript requests." [REF: A&R 13-14 APU].

Students who enroll in on-line courses receive the same services as those who seek services in person. In April 2008 the District went live with its online Student Administration system, referred to as PASSPORT. PASSPORT provides new and returning students access to registration and enrollment in an on-line environment. The PASSPORT system provides new

students a link to the CCCApply enrollment application for new and returning students and access to students' academic and financial records for continuing students. Recognizing that not all students are able to easily access the on-line application, Student ambassadors, many of whom are multi-lingual, assist students in the Welcome Center.

Assessment

Assessment is a holistic process through which the College collects information about students in an effort to facilitate their success by ensuring their appropriate placement into the curriculum. Examples of this information include the student's English and math skills, learning skills, aptitudes, goals, educational background/performance, and the need for special services. Also taken into consideration during the assessment and placement process are the student's work experience, family obligations, motivation factors, and any other considerations that may affect their opportunities for success when making their course choices. [REF: Assessment 13-14 APU] The Matriculation Coordinator and the Assessment staff have investigated secure on-line assessment, but have not yet developed a satisfactory method. Matriculating students who wish to enroll in distance learning English, math, or English as a Second language classes, are referred to the Counseling department for an on-line or telephone consideration of multiple measures for placement.

Articulation

Articulation refers specifically to the process of developing a formal, written agreement that identifies courses (or sequences of courses) on a "sending" campus (COA) that are comparable to, or acceptable in lieu of, specific course requirements at a "receiving" campus (CSU/UC/Private institutions). Successful completion of an articulated course assures the student and the faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured. In short, the articulation process enables the student to progress to the next level of instruction at the receiving institution. Prior to 2013 Transfer Center and Articulation was a combined counseling faculty position, but in January 2013 the position was divided into an Articulation Counseling faculty position and a Transfer Program Counseling faculty position. The Articulation Officer is an integral part of the Curriculum Committee [REF: Articulation 13-14 APU].

Athletics

Athletic programs provide intercollegiate athletes the opportunity to realize potential and to achieve personal success within an extended education context. While formally supervised by the Dean of Academic Pathways and Student Success since 2012, the Athletic Director maintains close contact with the Student Services Division, which provides a dedicated counseling faculty member to guide the student athletes in following their educational plans and maintaining the required grade point average. Any College of Alameda student may participate in the intercollegiate programs offered at Laney and Merritt Colleges.

CalWORKs

College of Alameda California Work Opportunity and Responsibility to Kids (CalWORKs) program provides students who are TANF/CalWORKs recipients with a solid foundation of support services as the program is specifically created to empower them to successfully

pursue educational and career opportunities. Thus, the ultimate goal of the program is to assist CalWORKs students with vocational/educational training programs that lead to self sufficiency. The program partners with several governmental and non-profit entities within Alameda County's Department of Social Services, the Cities of Oakland and Alameda, Oakland and City of Alameda Housing Authority, City of Alameda and county food banks, etc. In an attempt to respond to the demand of "doing more with less," the CalWORKs program was placed under the direct supervision of the director of the EOPS/CARE program in 2010-2011. This not only insures that the program has fulltime supervision, but students who have "time limited out" are guaranteed a smooth transition if eligible for CARE services and counseling assistance [REF: EOPS/CARE/CalWORKs 13-14 APU].

Counseling

The mission of College of Alameda's Counseling Department is to provide comprehensive services and programs that empower students to identify and achieve educational, career and personal goals. Additionally, the Counseling Department strives to assist students in meeting life's many opportunities and challenges. The Counseling Department also offers classroom instruction in counseling and guidance courses to assist students with recognizing their full potential through developing self-awareness, educational management, and life-long independent career planning skills. [REF: Counseling 13-14 APU]

Educational Opportunity Programs and Services (EOPS)

EOPS is for students who demonstrate that they have educational, economic, social, cultural, or language challenges which interfere with their educational careers. The program offers special supportive services to EOPS students, including professional counseling and peer advising, priority registration, tutorial services, career and academic guidance, financial and book purchase assistance, transfer assistance and fee waivers for CSU and University of California, and cultural enrichment activities. Also, students are assisted with admissions and financial aid applications to four-year institutions. Book services provided by EOPS and CARE dedicated $167,867 of its 2012-13 EOPS/CARE resources to the book voucher activity. [REF: EOPS/CARE/CalWORKs 13-14 APU]

The **Cooperative Agencies Resources for Education (CARE)** program in the California Community Colleges is "a unique educational program geared toward the welfare recipient who desires job-relevant education to break the dependency cycle." As a supplemental component of EOPS, CARE provides educational support services designed for the academically under-prepared, low income, single parent population. Grants and allowances for educationally-related expenses (such as child care, transportation, textbooks and supplies) may be awarded as a means of strengthening the retention, persistence, graduation and transfer rates of these individuals. Students participating in CARE may choose to earn a vocational certificate or license, associate degree or transfer program options. [REF: EOPS/CARE/CalWORKs 13-14 APU]

Financial Aid

The purpose of Financial Aid College of Alameda is to provide equitable assistance to all students who apply for financial aid (grants, loans, scholarships, work-study) that will enable them to obtain a certificate, a degree or to transfer to a four-year College. College of

Alameda's Financial Aid Office also has a strong practice of working with other areas. For example, the FA Appeals Committee which reviews student appeals for FA is comprised of FA staff, counselors, and administrators. The Appeals committee meets monthly to review student files. The FA Advisory committee is a shared governance committee that reviews financial aid polices and makes recommendations to the unit and to the College. In compliance with federal guidelines no audit findings were found in the most recent audit report [REF: Financial Aid 13-14 APU]

In 2012-13, Financial Aid served 4724 students and disbursed #### in state and federal grants. Financial aid offers weekly workshops to assist with FAFSA and financial aid forms and provides services and forms in multiple languages.

College of Alameda

2013-2014			2012-2013		
Row Labels	**Count of Campus**		**Row Labels**	**Count of Campus**	
AMER	15		AMER	12	
BOGGA	39		BOGGA	71	
BOGGB	71		BOGGB	88	
BOGGC	1854		BOGGC	1693	
CAL-B	307		CAL-B	277	
CAL-C	14		CAL-C	9	
CARE	40		CARE	52	
CHFEE	7		CHFEE	5	
CWSP	79		CWSP	86	
DLSUB	83		DLSUB	74	
DLUSU	69		DLUSU	63	
EOPG	34		EOPG	33	
OSHER	5		OSHER	5	
PELL	1808		PELL	1715	
PSCH	32		PSCH	15	
SEOG	482		SEOG	526	
Grand Total	**4939**		**Grand Total**	**4724**	

Health Services

The mission of Health Services at College of Alameda is to further the equality of the educational opportunity and success for all students by providing access to health services which promote the physical, emotional, social and spiritual well-being of its students. This well-being contributes to the educational aim of our community colleges by promoting student retention and academic success.

Health Services offers: individual consultations, referrals, an annual health fair, health education programs, weight management counseling, immunizations, creating and

implementing policies and procedures in accordance with state and federal regulations, involvement with campus safety, promotion of peer health-related presentations, violence and sexual assault workshops, and a state-wide recognized student crisis team. [REF: Wellness Services 13-14 APU] All College of Alameda students pay a health fee that entitles them to services from the health Services office on campus, as well as more intensive services through the Wellness Center, located on the Laney College campus.

International Students

Services for International students at College of Alameda are provided by the Office of International Education, located at the District Office, which coordinates admission, enrollment and other services for International students at all four Peralta colleges. Student support services provided by this office include:

- Providing international (F-1) student admissions and orientation
- Assisting with immigration and visa issues, including visa extensions, employment, practical training and travel
- Acting as liaison to United States Immigration and Customs Enforcement (USICE) and United States Citizenship and
- Immigration Services (USCIS) [formerly known as Immigration and Naturalization Service (INS)]
- Advising and counseling on academic and personal matters
- Assisting students with practical matters such as health insurance, housing and obtaining a social security card and
- Driver's License
- Assisting with adjustment to U.S. culture and coordinating social activities and trips

All COA International students are eligible for any service offered by the College.

Matriculation/Orientation

The majority of College of Alameda's students seek instruction and services to support specific goals, i.e., are matriculating students. According to the State Chancellor's office (DataMART), over the past five years, matriculating students at the College represent more than 68% of the total student population.

Fall Census Headcount by Matriculation Status
According to Peralta Facts – matriculating students made up the following:
2008   72.9
2009   68.5
2010   69.3
2011   70.8
2012   70.1

With the Student Success Act mandatory assessment, orientation and education planning are required for matriculating students.

The Student Success Act of 2012 requires that all California Community College students receive assessment, attend a new student orientation, and develop a student education plan

(SEP) that outlines the path to their stated academic goal. The legislation also requires that Colleges publish performance related data in the form of the Student Success Scorecard. [REF: Student Success Scorecard]

The New Student SUCCESS Academy is the first step in efforts to address mandatory orientation and educational planning. During the spring semester, at a Student Services-wide, off-site retreat the work of envisioning and developing this program began.

A task force was formed and worked many, many collaborative hours to ready the SUCCESS Academy for a fall 2013 pilot launch.

Assessment – All new matriculating students are directed to assessment as their first step in joining College life. The intent is to expand this part of the program going forward, and collaboration with English and Math faculty to develop prep materials that will help students understand the importance of assessment and to prepare them to do their best.

Counseling – All new matriculating students see a counselor to develop a first semester education plan and to select their classes. An SEP template was implemented that ensures students are being directed to courses related to their academic goal, encourages students to begin their Math and English preparation right way, and explains how each class they are registering for fits into their student education plan (SEP).

Fabulous Friday New Student Welcome – All new students are invited (and in some cases required) to attend Fabulous Friday, a Friday-before-school-starts kickoff event. The theme of this day is Connection: through innovative ice breakers, team building activities, student panels and a faculty meet-and-greet, students will begin connecting to each other and to the campus community.

Counseling 200: Orientation to College - All new matriculating students are enrolled in a one unit, semester-long 'Orientation to College' course that introduces them to the workings of a College campus, provide a connection to the services available to help them succeed, and assist them in the development of a complete student education plan (SEP). A semester long course ensures that students are supported through those critical first weeks when many students may get lost or frustrated and drop-out [REF: New Student Orientation; Matriculation 13-14 APU]

Alameda One-Stop Career Center

The Alameda One-Stop Career Center functions as the College career center as well as providing services to members of the community. The One Stop works with over twenty local community-based and governmental organizations. As a collaborative, the One-Stop Career Center seeks to ensure students receive information on employment, training, internships, and vocational counseling in an efficient and seamless manner.

The Alameda One-Stop offers students a free career resources room with:

- Computer access and internet use
- Free fax and phone
- Job leads on and off campus
- Internship information

- Direct links to employers who are hiring
- One-on-one assistance
- Resources library
- Career exploration and labor market data

Other services include:

- Vocational counseling
- Computerized career assessment programs including Eureka and Choices
- Resume writing workshops
- Resume critiques
- Interviewing and networking workshops
- Individualized career counseling and job placement

The Alameda One Stop Career Center is a certified One Stop Career Center, affiliated with the Alameda County Workforce Investment Board.

Orientation (see Matriculation)

Outreach and Recruitment

As an open admissions and enrollment public institution, College of Alameda admits and enrolls any student who wants to benefit from instruction. Outreach services target those students who are first generation college students or students in need of developmental education who may not have considered post-secondary education. The College's strategy for outreach to students is based on the belief that students and families seek guidance regarding higher education options from three main sources: 1) the traditional school system which includes teachers, counselors, and administrators, 2) higher education outreach/ college readiness programs that partner with schools to serve student cohorts and provide augmented college-readiness activities at school sites and 3) community educators/ youth advocates who generally work with students and families outside of the traditional school day in after-school, weekend, and summer programs in community spaces.

To support this strategy, student services staff and faculty outreach to a broad network that primarily falls within one of the three groups. Below is a table that outlines some of the groups reached these efforts.

Oakland Unified School District
College & Career Readiness Office (includes all 14 high schools)
African American Male Achievement Office
After School High School Network (reaches 13 HS and 8-community lead agencies)
Individual High Schools
Alameda Unified School District
Alameda High School
Encinal High School
Alameda Science and Technology Institute
University-Based Outreach Programs
UC Berkeley School/ University Partnerships
UC Berkeley Early Academic Outreach Program (EAOP) (reaches > 14 HS in Alameda, Contra Costa, and SF County)
UC Berkeley Pre-College TRiO Programs (Upward Bound & Talent Search; reaches 11 HS in Alameda & Contra Costa County)
UC Berkeley Destination: College Advising Corps
Mills College Upward Bound
Holy Names Upward Bound
City, Non-Profit, and Community Based Organizations
East Bay Consortium
East Bay Asian Youth Center
The Spot (community center)
Alternatives in Action
Bay Area Community Resources (BACR)
Youth Together
East Oakland Youth Development Center
College Track (Oakland)
Oakland Fund for Children and Youth Grantees (Reaches 16 community-based out-of-school time providers)
Educators for Fair Consideration
East Bay College Fund

Students, families, and educators affiliated with the above groups benefit from a range of strategic outreach activities. In the belief that most students need multiple points of contact/

information before they choose to enter into higher education, College of Alameda offers a range of outreach activities:

- **General Outreach Presentations/ Events:** Among our general outreach efforts, we go on-site to high schools and organizations to present on the College itself, general financial aid, and transfer options. COA also provides on-site support for students to enroll and register online. College of Alameda also hosts groups for tours and presentations.
- **Higher Education Week & College Summit:** Higher Ed Week is a series of eleven college fairs that reaches approximately 4000 high school students from Alameda County. In addition to participating in the fairs, during the week, as the only community college host institution COA hosts a College Summit for 150-200 high school students from area high schools.
- **City-Wide College Night (CWCN):** Each fall, COA hosts and participates in the planning of this annual event which targets Alameda public and private high school students and their families. Students visit with college representatives and participate in workshops that include college-readiness, the community college transfer path, and financial aid readiness. Over 350 people attend CWCN each year.
- **High School and Community Educator Breakfast:** The spring breakfast brings together high school counselors and professionals from community-organizations to learn about College of Alameda. We share information and updates on our instructional programs, student services, and highlight our equity programs. We also provide tips on how to help students enroll in the College. The last Community Educator Breakfast was held on April 8, 2014.

Programs and Services for Students with Disabilities (DSPS)
The primary focus of DSPS is to support students in mainstream classes by providing educational and vocational support services for students with disabilities enrolled in courses at College of Alameda.
The following mission statement has been adopted by all DSPS staff:

Opportunity: To ensure equal educational opportunities to students with disabilities who have the potential for achieving academic and vocational goals consistent with a community College program.

Empowerment: To empower students with disabilities to achieve independence and integration leading to maximum participation in the College and the community.

Awareness: To provide information and support to College of Alameda employees and students in carrying out the institution's responsibility to students with disabilities.

DSPS serves a wide range of students with varying disabilities, including those enrolled in distance learning courses, because of the comprehensive nature of the programs including the Acquired Brain Injury Program, WorkAbility III, the Learning Skills program, and the College to Career program for students with intellectual disability [REF: DSPS 13-14 APU]. Special classes are offered to prepare students for enrollment in mainstream courses or for grant funded programs leading to employment.

Student Success Learning Communities

College of Alameda student outcome data from 1992 through 2005 indicated that Latino and African-American students were not achieving in English and math (and in the college as a whole) at the same levels as their white counterparts. Disaggregation of data by age through the Equity for All project in 2004-2005 indicated that Asian students 18-24 were also not achieving at the same level. The College identified as the greatest barrier for all groups the difficulty of movement from basic skills English into college level English. Accordingly COA applied for and received $300,000 from the Student Support Partnership Integrating Resources & Education (SSPIRE) Initiative, administered by MDRC and funded by the James Irvine Foundation. The grant funded Transformative Learning Connections, a cohort program.

The three program launchers for the Student Success Learning communities took the lessons learned from this grant to develop a program that would pair an academic class with counseling and a counseling class to develop new culturally-based learning communities that would foster diversity, student engagement and equity with intentionality. They worked closely for almost two years to design the program, recruit students, train faculty within the program, and extend the 20+ hours of culturally-based training to all interested faculty and classified staff. Moreover, faculty from all three Learning Communities attended the statewide Umoja Summer Institute for additional assistance.

College of Alameda launched the three Learning communities simultaneously in fall 2009 to increase student success in basic skills for the three largest groups in need. They are *Adelante*, a learning community with a Latino focus; *Amandla*, an Umoja learning community with an African-American focus; and *APASS* (Asian Pacific American Student Success), a learning community with an Asian Pacific American focus.

Students who are assessed into foundational English classes join a learning community with culturally-based learning strategies that best serve their needs. All students are welcome, regardless of their ethnicity, because the focus is on the culture, not the ethnicity of the students.

A unique aspect of the three learning communities (LCs) at College of Alameda is that they function as one unit. Activities are integrated, instructors' offices are in the same suite, and there is a common meeting space for student and faculty use. Each community has a counselor-coordinator, an English instructor, and a program launcher who is a full-time faculty and *volunteer* mentor for this project. All nine faculty meet regularly via e-mail or in-house meetings to discuss issues and undergo training in teaching strategies for all three cultures. Class offerings are scheduled at the same time to create joint activities or shared assignments. The goal is to combine the efforts of instruction and student services to support students, and for many students this functions as their first-year experience and fosters a sense of belonging characterized by cohort models of this type.

The LC's curriculum and instructional methodology are adapted to reflect students' unique experiences, skills, abilities, and learning styles. LC Faculty have a deepened understanding, appreciation, and sensitivity towards the enriched cultural heritage of the students. They also

maintain currency in basic skills strategies and participate in on-going in-service training provided by the Umoja program.

Students in the Learning Communities are empowered to take a leadership role in preparing cultural events for the entire college community. The faculty and students of the Learning Communities model collaborative behavior that transcends individual identity while promoting its development for the greater good of the community. The San Francisco Bay Area is a culturally diverse area, and the COA Learning Communities are a tribute to the harmonious combined efforts of student support services and instruction to create curriculum that recognizes our differences while deepening students' awareness of how much more we are alike in a way that promotes engagement, retention, and ultimately, student success.

The average retention of students for all three learning communities continues at 88%, and our pass rate is 83%. Currently in the sixth year, in addition to greater retention of students, student activism and engagement have increased.

This program upholds the college's culture of caring. Everyone cares that our students succeed -- instructors, counselors, administrators, and program launchers alike. We have a common physical space where all three counselors have private offices. The administration was actively involved and found furniture to make the common space a reality. This area is actively used by students who gather for study groups and projects and/or by the faculty who are developing plans or undergoing training.

LC instructors are acutely aware of the importance of the rapport between faculty and students. To that end, there are a number of ways that this program is effective: faculty training is on-going (over 100+ hours to date); students' book choices and topics of interest are incorporated into the class to increase student-focused learning; and communication lines are active - among English teachers, counselors, program launchers and among all nine faculty. Teachers are accessible and engaging.

The Student Success Learning Communities have garnered support and interest from within the college as well as in the community. Within the college, the Library has provided each learning community with funds to purchase books that reflect authors of color as well as topics of interest; the Alameda County One-Stop Career Center has helped LC students with resumes, job applications, and interviewing techniques; and the Associated Students of College of Alameda and clubs call upon the Learning Communities to participate in all events.

Student Activities and Student Leadership and Development

Student Activities and Student Leadership and Development, which includes the Associated Students of College of Alameda and campus clubs, is the cradle for campus life programming. The department is an information and resource center as well as the hub for student leadership, community service, and recreational and cultural programs.

Services that are provided include:

- Campus Posting Review
- Literature Distribution Guidelines
- Campus Social, Recreational, Cultural and Educational Programming

- Campus Life Calendar/Master Activities Calendar Clearance
- Campus Lost and Found
- Use and Maintenance of Student Center
- Multicultural Programming (Latino Heritage Month, Jewish Heritage Month, Black History Month, Women's History Month, Asian Pacific Islander Heritage Month, Near Eastern Heritage Month, Lesbian/Gay/Bisexual/Transgender Heritage Month)
- Support for the College's Student Government, Associated Students of College of Alameda (ASCOA)
- Campus Club Organizations, Formation, Support and Advising
- Supervision of Office of Student Activities Student Employee Support Staff
- Supervision of Campus Food Services
- Supervision of Campus Safety Aides
- Coordinate annual commencement ceremony and student awards banquet [REF: Student Activities 13-14 APU]

Transfer Program

The mission of College of Alameda's Transfer Program is to continually increase the student transfer rates from COA to four-year colleges/universities. In order to accomplish this goal, the Transfer Center's primary function to ensure that all students have access to necessary transfer information and provide programs and services needed for successful transition to the receiving institutions. An area of responsibility for the Transfer Program is to assist underrepresented, low-income, disabled, and first generation College students through outreach programs and services to increase their awareness of the opportunities and resources available to achieve student success and transfer. [Transfer Center 13-14 APU]

Veterans Affairs Program

Located near a former military base (the Naval Air Facility), College of Alameda has a long history as a veteran friendly college, whether enrolling active duty service people or veterans during the last 44 years. The Veterans Affairs Program provides assistance to veterans and to eligible dependents of veterans in their pursuit of an education and in obtaining veterans' benefits. Services include counseling, tutorial assistance, outreach, recruitment, priority services for job placement (at the One Stop Career Center), cognitive rehabilitation/education for individuals with brain injuries (at Programs and Services for Students with Disabilities) and financial assistance.

In 2010 the Student Services division pursued state and federal grants to fund increased services to veterans and establish a Veterans Resources Center. Positive factors at the College, i.e. a veteran as a President, an excellent cognitive rehabilitation/education program through Programs and Services for Students with Disabilities, a veteran friendly campus, and close connections with the community and community resources for veterans, appeared to point to our favor; The college did not receive the grants, but continued to pursue a Veterans Resource Center and make personnel changes that would support veterans.

In spring 2014 a full-time Veteran's Counselor was hired to provide regular and consistent counseling services to our Veteran's population. This individual also assists students in meeting requirements to maintain priority registration. Additionally, the full-time Veteran's

Counselor conducts workshops related to College success such as study skills, note taking, stress management, and using online learning resources like Khan Academy. The Veteran's Staff Assistant coordinates services with the Learning Resources Center and will help veterans facilitate study groups in the Veteran's Resource Center, once it opens in spring 2015. College of Alameda faculty and staff have taken the lead in the district in offering resource information fairs for all veteran students in the Peralta Colleges [REF: Veteran's Affairs 13-14 APU]

Self-Evaluation

The College meets this Standard by providing comprehensive student support programs that meet student need and are continuously evaluated.

Actionable Improvement Plans

None

IIB. 2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

Description

The College of Alameda General Catalog is published every two years, with the exception of the most recent three catalogs, which were annual publications (12-13, 13-14, and 14-15). An addendum, the College of Alameda Catalog Supplement, is a summary of additions, deactivations, and changes that have been made in curriculum and policies affecting students since the last publication of the current catalog. The catalog can be purchased at the College bookstore or accessed online at: http://alameda.peralta.edu/College-catalog. Outreach and Recruitment, Financial Aid, and EOPS also distribute the catalog at outreach presentations and orientation workshops. The catalog can be reviewed in the College Library, Admissions and Records, DSPS, EOPS/CARE/CalWORKs, Counseling Department, Office of the Vice President of Student Services, and the Student Activities Office.

Self-Evaluation

The college meets the Standard.

Actionable Improvement Plans

None

IIB. 2a. General Information

Description

The College of Alameda General Catalog contains the official name, address, telephone numbers, and website address of the College. It includes the College mission statement (p. 12); a description of courses, program and degree offerings (pp. 60-188); the academic calendar and program length (pp. 7-10); an academic freedom statement (pp.206--207); and information on availability of student financial aid (pp. 32-35). The Catalog also includes information about learning resources (pp. 39-40); the names and degrees of administrators and faculty (pp. 241-245); and the names of the PCCD Board of Trustees members (p. 1). [REF: 2014-15 College Catalog]

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

IIB. 2b. Requirements

Description

Admissions and residency policies and registration procedures (p.21) can be found in the catalog as well as information on student fees and other financial obligations (pp. 22-25). Also contained is information about degree, certificates, graduation, and transfer (pp.46, 48, 49-59). [REF: 2014-15 College Catalog]

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

IIB. 2c. Major Policies Affecting Students

Description

Academic regulations can be found in the Catalog (pp.190-202), and the Non-discrimination policy is included as well (p. 206), along with information about acceptance of transfer credits (pp. 49-59); grievance and complaint procedures (pp. 214); sexual harassment (pp. 204); and refund of fees (pp. 24-25). Information about major policies affecting students can also be found in the Student Handbook and the Schedule of Classes. [REF: 2014-15 College Catalog]

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

IIB. 2D. Locations or Publications Where Other Policies May Be Found

Description

Policies may also be found in the College class schedule, department websites, and in the Student Handbook.

Self-Evaluation

The College meets this Standard

The COA General Catalog contains all general information, requirements, policies and procedures that affect students; it presents this information in a clear and concise manner. Translations in diverse languages ensure that all students are aware of specific information

necessary for student success.

The College of Alameda Catalog Committee works with the other Peralta Colleges and with the District office to ensure that policies and procedures are accurate and consistent across all colleges.

The Vice President of Student Services is responsible for the student support services section of the catalog, and the Vice President of Instruction is responsible for curriculum and instructional material. Catalog supplements are provided between catalog revisions. Current catalog is made accessible online at http://alameda.peralta.edu/College-catalog/ .

Actionable Improvement Plans

None

IIB. 3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Description

The College of Alameda determines the support needs of student through the evaluation of data, student learning outcomes (SLOs), annual planning updates (APUs or unit plans), program review, and end-of-year reports.

Self-Evaluation

The College meets this Standard.
The support needs of students are determined through student surveys, annual program updates, program reviews, and end-of-year reports. Student Services components and department have been completing unit plans, program reviews, and student learning outcomes for over ten years. Budget priorities are determined by the Student Services Council and forwarded to the President's Council and Budget Committee.
Student Support Service units have comprehensive websites with access to department information, tutorials, forms, documents, and online counseling services. The Library provides access to the District online library collection and live online chat.

Actionable Improvement Plans

None

IIB. 3a. 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.

Description

The mission and vision of College of Alameda reinforce the need to consider and develop equitable services for all students regardless of service location or delivery method:

> The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals. [REF: 2014-15 College Catalog, p. 12]

> The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world. [REF: 2014-15 College Catalog, p. 12]

Access for distance students: The Peralta Community College District and College of Alameda provide a variety of online services for distance students. A large variety of resources are made available online through individual department websites. Prospective students can utilize CCC-Apply, a statewide community college application system used by California community colleges. Students can complete orientation and receive counseling services online. Students can access their records, enroll, and pay student fees online through the PASSPORT Student Administration online system. Students can access Admissions and Records staff, counselors, financial aid advisors, and instructional faculty via e-mail. A variety of Library resources, such as information literacy tutorials, research websites and general library handouts are available through the College website. Students can also ask the librarian reference questions via an online chat feature. College events, news, and important dates are made available on the College's online calendar.

Self-Evaluation

The College meets this Standard through a variety of programs, services and delivery methods.

Furthermore, the 2014 Community College Survey of Student Engagement [REF: 2014 Community College Survey of Student Engagement] asked a specific question, item 6 and 13, regarding satisfaction with admissions, financial aid, assessment, orientation, and student services overall. Students indicate a high rate of satisfaction with student services.

Item	Variable	Responses	Count	Percent
6. Rate your overall satisfaction with the college's processes for working with new students - including the admissions process, the financial aid office, new student assessment, orientation, your first class registration experience, etc.	COLLQ3462	Excellent	109	14.6
		Good	320	43.1
		Fair	264	35.6
		Poor	50	6.7
		Total	743	100.0

Item	Variable	Responses	Count	Percent
13. How satisfied are you with the student services at this college?	COLLQ3521	Excellent	147	20.2
		Good	292	40.1
		Fair	255	35.0
		Poor	35	4.8
		Total	729	100.0

Actionable Improvement Plans

None

IIB. 3b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Description

College vision and mission statement and the philosophy of student development and empowerment promote personal and civic responsibility.

The vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

College of Alameda's emphasis on *Community Engagement* (one of the ABCs of the College vision) means we seek to embody a spirit of collegiality, actively working towards a student-centered philosophy that embodies a community of scholar practitioners committed to serving our students with professional and collegial competence. We aspire to hold one another accountable to clear Standards of success and excellence – as defined by our Institutional Learning Outcomes – utilizing a process of evaluation and assessment, leading

to improvement of College programs & services. In this we use tried and tested models of academic excellence that work! COA's Learning Communities (Adelante, APASS, Amandla, Community Leadership and Public Service) are all examples of successful programs that exemplify our commitment to students. We focus on a holistic collaborative approach to learning; one in which learning happens both in- and out- of the classroom. We recognize our frontline staff members are no less important than our administration and our faculty cannot function without either. We actively promote and support students as equal partners in shared governance through the Associated Students of College of Alameda (ASCOA) and our Campus Life Council. This one team approach, comprised of students, staff and faculty, seeks to de-emphasize distinctions between the stakeholders; we are all learners, each working towards a common goal: student success!

In line with our definition of crucial student success indicators, "Learning at College of Alameda" follows the notion that an Associate's degree from a comprehensive community college should embody, "a coherent and integrated pattern of learning experiences (to) prepare students (as) educated persons with a broad range of knowledge to evaluate and appreciate the physical environment, the culture, and the society in which they live; to be able to examine the values inherent in proposed solutions to major social problems; and to be able to participate effectively in their resolution." Title 5 emphasizes the role of education in preparing "citizens with a broad educational foundation, to develop a populace that can participate effectively in all domains of society: civically, economically, and politically."

Therefore, it is the mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals. (College of Alameda Catalog pp. 12-13)

Dialogue takes place at department, chair, Academic Senate, Curriculum Committee, Staff Development, and other College meetings and retreats. College vision statement developed as a result of College wide retreat, staff development activities and meetings.

While all facets of the College work together to promote student engagement and development, the Student Activities and Student Leadership and Development department in particular improves student persistence, retention and completion rates by offering opportunities and experiences beyond the classroom that encourage learning and student success.

- Student Activities and Student Leadership and Development is an integral part of the College's total program, supports its' goals and objectives, and receives the College's support in performing program responsibilities.
- Student Activities and Student Leadership and Development believe that the well being of the institution lies in the hands of the students.
- Our goal is to keep students engaged and connected to campus life; involvement equals success.
- Student Activities and Student Leadership and Development offers co-curricular opportunities that will help students prepare for personal and civic responsibility, as well as for the opportunity of intellectual, aesthetic, and personal development.

- Student Activities and Student Leadership and Development regard students as individuals who possess dignity, worth, and the ability to be self-directed.
- Student Activities and Student Leadership and Development is committed to fostering a positive self-image, self-worth, self-concept in students, and in doing so, helping them to become responsible, healthy adults.

[REF: Student Activities 13-14 APU]

Other college programs that provide an environment that encourages personal and civic responsibility include:

Law Pathways Initiative

College of Alameda was selected as one of 24 California Community Colleges selected to participate in the Community Colleges Pathway to Law School initiative. This program enhances opportunities and advancement in the legal profession for diverse populations, particularly those who have traditionally been underrepresented.

Men of Color

The Brotherhood Program is a learning community that addresses the achievement gap and educational equity at College of Alameda. It promotes full-time attendance, academic excellence, leadership through culturally relevant pedagogy, service learning, and social justice curriculum; making the College experiences an exciting, fulfilling, and successful experience for men of color (open to all that are interested in participating).

Student Ambassadors

Student Ambassadors are student leaders who have a 3.25 GPA or greater and demonstrated leadership abilities. The Ambassadors represent College of Alameda and the Peralta Community College District at College fairs, high school recruitment visits, community events, the commencement ceremony, and numerous other school related activities. Since 2009 when the Welcome Center opened, they have been an integral part of the success of the center in providing assistance to students. [REF: 2014-15 College Catalog]

Phi Theta Kappa International Honor Society

The Phi Theta Kappa is an international community college honor society established to promote the ideals of scholarship, leadership, fellowship, and service. College of Alameda's chapter, Alpha Chi Alpha, was chartered in June 1992. Chapter members participate in campus and community projects. Membership is open to all students who have accumulated 12 semester units with a GPA of 3.5 or higher. [REF 2014-15 College Catalog]

Self-Evaluation

The College meets this Standard by providing a large variety of opportunities for students to engage in civic and personal responsibility. Institutional Learning Outcomes emphasize civic engagement and are mapped to Student Learning Outcomes. Service learning opportunities are offered in numerous classes at the college.

Furthermore, the 2014 Community College Survey of Student Engagement [REF: 2014 Community College Survey of Student Engagement] asked a specific question, 20, regarding student experience. Students strongly agreed/agreed that their experience at College of Alameda increased awareness of personal values.

			Your College	
Item	Variable	Responses	Count	Percent
		Total	703	100.0
20. As a result of my experience at this college, I am more aware of what my own personal values are.	COLLQ3532	Strongly agree	263	36.9
		Agree	326	45.6
		Disagree	92	12.9
		Strongly disagree	33	4.6
		Total	714	100.0

Actionable Improvement Plans

None

IIB. 3c. 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.

Description

All fulltime and part-time counselors are evaluated in accordance with the Board policy 7210. All full time counselors are tenured through the four year tenure process required by Board policy 7210. [REF: BP 7210: Recruitment and Hiring]
Counselors attend staff development workshops and conferences throughout the year to ensure that they have the most current information regarding student transfer, career and life-planning, and academic support. Joint counselor meetings are held once a month and include general counselors as well as DSPS and EOPS counselors. New counselors are provided individual training including a counseling manual and opportunities to observe senior counselors. Regular Counseling meetings include ongoing trainings. District-wide counselor meetings are held each semester to discuss counseling procedures, policies and to conduct trainings.

College of Alameda Counseling Department has a comprehensive website that provides students with answers to frequently asked questions and access to online counseling services. [REF: Counseling FAQ's]

Self-Evaluation

The College meets this Standard.

The College of Alameda Counseling Department provides offers a wide range of professional counseling services for enrolled and prospective students. These services include:

- Educational planning for degrees, occupational certificates, and transfer to four year Colleges/universities
- Evaluation of transcripts for graduation and transfer
- Help in providing study skills
- Help with academic challenges
- Personal counseling and referral to off-campus services
- Classes and workshops including: Counseling 200A: Orientation to College, Counseling 221: Preparing for Transfer, Counseling 24: Academic Success, and Counseling 57: Career/Life Planning
- e-Counseling services for distance education/online students

The primary goal of counseling is to provide the necessary academic support services for students to succeed at the College of Alameda. The counselors are an integral part of the education process, recognizing the need of each student with whom they come into contact.

Counselors provide current and valid information, using many resources, so that the student is prepared to investigate alternatives, establish priorities, and develop an Educational Plan.

Contract FTE (minus special assignments)   2.5

(Full-time) Counselor: Student Ratio   1:2632

(Counseling 2013-14 APU)

As of fall 2013 there were four full-time general counselors (0.5 FTE Transfer Center, 0.5 Articulation, and 0.5 FTE Matriculation); two are tenured. Eight adjunct counseling faculty also provide services to students. As of spring 2014, a Veteran's Counselor and Student Success Counselor were hired bringing the most recent total of full-time general counselors to six.

Given the large population of matriculating students, and the exempt students who also receive counseling services, demand for counselors is extremely high. Counselors also serve on a variety of campus committees that are critical in promoting shared governance as well as in promoting collaboration on issues that address all students. Examples of these committees are: Academic Senate, Curriculum Committee, and Tenure Review Committees.

Counselors participate in District wide and College trainings on the use of student PASSPORT system, online counseling websites, and serving new and emerging populations.

Furthermore, the 2014 Community College Survey of Student Engagement [REF: 2014 Community College Survey of Student Engagement] asked a specific question, item 8 and 9,

regarding counseling and advisement, which student highly rates the quality and benefit of these services.

8. With the assistance of academic counselors, I have set academic goals and created an educational plan for achieving them.	COLLQ3467	Strongly agree	147	20.0
		Agree	341	46.4
		Disagree	113	15.4
		Strongly disagree	32	4.4
		I have not seen an academic counselor	102	13.8
		Total	736	100.0
9. How would you rate the overall quality of academic counseling that you have received from the college?	COLLQ3505	Excellent	184	25.0
		Good	203	27.5
		Fair	217	29.6
		Poor	52	7.1
		I have not seen an academic counselor	80	10.8
		Total	736	100.0

Actionable Improvement Plans

None

IIB. 3d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Description

The Vision of College of Alameda, that we are a diverse, supportive, empowering learning community for seekers of knowledge, demonstrates the College's commitment to diversity. The College is committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world." [REF: Mission Statement]

Student Activities and Student Leadership and Development provide the basis for opportunities that create an out-of-classroom environment that:

- Augments classroom instruction by fostering unique and expanded educational, civic, social, and cultural experiences.

- Enhance and prepare students for future civic, social, cultural, and political responsibilities through community service, learning, and leadership development opportunities.
- Foster personal growth and facilitate interaction between students, faculty, and administration from varied backgrounds in diverse settings through the organization of social, civic, and cultural activities. [REF: Student Activities APU 13-14]

Activities and Student Leadership and Development Services promote student understanding and appreciation of diversity through:

- Campus Social, Recreational, Cultural and Educational Programming
- Multicultural Programming (Latino Heritage Month, Jewish Heritage Month, Black History Month, Women's History Month, Asian Pacific Islander Heritage Month, Near Eastern Heritage Month, Lesbian/Gay/Bisexual/Transgender Heritage Month)
- Support for the College's Student Government, Associated Students of College of Alameda (ASCOA) [REF: Student Activities APU 13-14]

SLO: Celebrate cultural backgrounds and examine the relationship of cultural experiences and educational attainment

Self-Evaluation

The College meets this Standard.

Institutional Learning Outcomes are designed to promote understanding and appreciation of diversity.

- Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civic engagement.
- Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
- Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
- Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
- Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.
  [REF: 2014-15 College Catalog]

The District's non-discrimination and Sexual Harassment Policy is stated on page 204 of the COA Catalog 2014-2015. On this same page, the Peralta Community College District Discrimination Complaint Procedures is available. On page 224 of the catalog, "Sexual, Racial, and Disability Harassment and Discrimination" is defined. Given the diversity of our population—and the importance of the nondiscrimination and sexual harassment issues—the District's policies, and the detailed explanation pertaining to complaint and grievance

procedures, are provided in Chinese, Vietnamese as well as Spanish.

Actionable Improvement Plans

None

IIB. 3e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Description

The College assesses students for placement in English, English as a Second Language (ESL) and mathematics, using instruments approved by the State Chancellor's Office. Counseling faculty use assessment test scores along with clearly defined multiple measures to determine appropriate placement of students. [REF: AP 5050: Student Success and Support Program]The multiple measures criteria includes factors such as previous educational records, grades, number of hours employed, primary language of the student, learning disabilities, life experiences, time for study, etc. The Ability to Benefit (ATB) test is provided for students who have not completed a high school degree or equivalent and who need to establish federal financial aid eligibility. [REF: California Community Colleges Matriculation Handbook]

College of Alameda uses Compass tests for English and mathematics assessments and uses the CELSA Reading and Grammar tests and a writing sample for ESL, administered by ESL faculty. The writing sample testing situation also contains a section related to speaking ability. When the faculty member explains to each individual tester the result of their written test, by speaking and listening to their responses, a recommendation is provided for placement in a speaking or conversation course.

Per the table below, provided by the State Chancellor's Office, the Compass publishers have previously received approval for the use of assessment in English, ESL and mathematics.

MIS CODE	SECOND PARTY ASSESSMENT INSTRUMENT NAME	Approval Category	Begin Date	Expiration Date
	ACT COMPASS (COMPUTERIZED)			
1038	ACT COMPASS READING (new item pool)		7/1/2013	7/1/2014
1039	ACT COMPASS WRITING (new item pool)		7/1/2013	7/1/2014
1040	ACT COMPASS NUMERICAL SKILLS/PRE-ALGEBRA (new item pool)	Provisional	7/1/2013	7/1/2014
1041	ACT COMPASS ALGEBRA (new item pool)		7/1/2013	7/1/2014
1087	ACT COMPASS COLLEGE ALGEBRA (new item pool)	Probationary	7/1/2013	7/1/2014

1088	ACT COMPASS TRIGONOMETRY (new item pool)	Probationary	7/1/2013	7/1/2014
1070	ACT COMPASS ESL GRAMMAR USAGE	Probationary	7/1/2001	3/1/2015
1085	ACT COMPASS ESL LISTENING	Probationary	7/1/2001	3/1/2015
1086	ACT COMPASS ESL READING	Probationary	7/1/2001	3/1/2015

The ESL writing sample validation expired July 1, 2012. Currently, the District Office of Student Services and the District Office of Institutional Research are in the process of completing the revalidation of the test, going through the State approval process by submitting the required studies and materials described in the State Chancellor's Office validation Standards. [REF: ESL Writing Test Validation]

Self Evaluation

The College meets this Standard.

All assessment instruments used to recommend placement in English, ESL and mathematics are approved by the State Chancellor's Office. The computerized tests most frequently used by the College, the ACT Compass tests, are due for a six-year revalidation renewal during the 2014-15 academic year. The publisher of the tests typically does the revalidation. Validation of the ESL writing sample is in progress. The College, in collaboration with the District Office of Institutional Research and the District Office of Student Services has a process in place to evaluate assessment instruments currently in use.

Actionable Improvement Plans

None

IIB. 3f. 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.

Description

The College adheres to the provisions of the Education Code, the Family Education Rights and Privacy Act (FERPA), and PCCD policies/administrative procedures regarding access and confidentiality of student records.

College and PCCD policies regarding student records are clearly stated in the College Catalogue. FERPA information is also published in the College Catalog and on the PCCD Admissions and Records webpage. [REF: College Catalog 14-15, page 238]

PCCD Board Policies and Administrative Procedures are published online at www.peralta.edu under the Governance tab. The procedure for release of student records is detailed in Administrative Procedure 5040 "Student Records, Directory Information, and Privacy". [REF: AP 5040-Student Records, Directory Information, and Privacy]

The procedure for retention of student records is detailed in Administrative Procedure 3310 "Records Retention and Destruction" [REF: AP 3310-Records Retention and Destruction] Many of our current student files are stored electronically. For example the online admission application is CCCApply. The submitted applications are accessible for staff viewing via the service with XAP Corporation. Soon the PCCD will move to using the State Chancellor's Office Open CCCApply application, a web based application.

Other current student files are stored in the District Admission and Records storage room, a large cement block room with fire doors, in downtown Oakland. The files are alphabetized by semester, campus and by instructor. These files include add and drop forms, census, attendance and grade rosters, incomplete forms and record corrections forms. Eventually these documents will be scanned and archived using our newly implemented system Electronic Content Management (ECM). External student transcripts are now being scanned and archived by PCCD staff using the ECM system which allows the units to be uploaded into PeopleSoft for staff use. The ECM System will also provide access to archived transcripts for counselors and other staff.

Back up of electronic student files occurs every night, digitally, in Peoplesoft. The Peoplesoft backup is provided by Data Protection Services (Cloud Backup). This includes the student records stored in the W drive. The student financial aid data files, which are on an IBM Mainframe, are processed on tape nightly. The tapes are picked up and stored offsite the next day by Iron Mountain, a data storage and records management company to ensure that we can restore the data in the system at any time.

Paper records are kept at the College for one semester at most, and then sent to the PCCD Office of Admissions and Records for permanent filing. All files prior to 2000 are currently stored at the private data storage organization in Livermore, California.

In accordance with PCCD Administrative Procedure 3310 Records Retention and Destruction [REF: AP 3310-Records Retention and Destruction] Class Rosters (Census, Attendance, and Grades), Add Cards, Drop Cards, Record Corrections, and Incomplete Forms are not destroyed.

The District office of Admissions and Records shreds: High School concurrent forms five years, Repeat Forms three years, Academic Renewals five years, Student Petitions/Evaluations (years prior to 2000, stored in Livermore facility) , AB540 five years, Non-Resident files five years, External Transcripts five years, IGETC/GE Petitions ten years, Subpoenas (Never), and Enrollment Verifications (one year).

Students have access to their academic record via the student self-service system PASSPORT which is available from the District website at www.peralta.edu. The portal requires that the

student input their student ID number. Social security numbers are not used to access this system. Once into PASSPORT, students are able to view their class schedule, holds, financial aid information and their unofficial transcript. To access their education records at the PCCD or College office of Admissions and Records, students must provide their student ID number and a government issued picture ID.

As of the Fall 2014 term, PCCD Financial Aid Offices have transitioned from the legacy system (SAFE) to PeopleSoft. Our new PeopleSoft Financial aid module has automated many financial aid processes that previously required manual processing by staff. Although there are now streamlined and automated processes with the new system, the financial aid office is still required by the Department of Education to collect physical documents from students who were selected for verification, have a "C" comment flag, or must resolve conflicting information. These physical files are stored in a secure file room located in the campus financial aid offices. Two of the Peralta campuses have adopted scanning/document imaging of all financial aid documents and store them electronically in a shared drive. The drive is password-protected and only financial aid users with appropriate security access can view student files. The other two campuses are in the process of also moving to scanning/document imaging of student financial aid documents.

Active Records

The Financial Aid Office maintains a master record for each student receiving financial aid. All financial aid folders are retained for three years after submission of the FISAP report. Any records involved in any claim or expenditure, which has been questioned by federal audit, are retained until the question is resolved.

Inactive Records

Inactive records are kept in the College Financial Aid Office for three years following the close of the fiscal year in which they were active. After two years the folders may be moved to secure storage outside of the Financial Aid Office. The Financial Aid Office keeps inactive records for an additional three years or longer depending on current Peralta Community College District policy. After the appropriate time period records are destroyed.

Automated Program Files

The Financial Aid Office maintains all of its Financial Aid information on the SAFE and PeopleSoft System. Federal eligibility information is received electronically from the Department of Education. This information is loaded and maintained by the Information Technology Department

The Financial Aid Office, DSPS, and Health Services use a high Standard to preserve the confidentiality and security of records. Financial Aid documents are only accessible by Financial Aid staff. No information about the nature of a student's disability or participation in the DSPS or Health programs is released to anyone without the written consent of the student. Confidential records are not integrated with other campus systems and notes kept by DSPS counselors cannot be viewed by non-DSPS counselors. Confidential health records are not integrated with other campus systems.

Self-Evaluation

The College meets this Standard by providing secure storage of documents and following FERPA.

Actionable Improvement Plans

None

IIB. 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.

Description

Assessment of the Student Services Division is conducted through a variety of evaluations, including student learning outcomes and program reviews as well as unit and integrated budget plans. Student services components and departments have led the college for over ten years in assessment and planning. Student learning outcomes are mapped to the College's Institutional Learning Outcomes (ILOs).

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

List of Evidence (in alphabetical order)

2014 Community College Survey of Student Engagement

2014-15 College Catalog

2014-15 College of Alameda (COA) Catalog, page 12

A&R 13-14 APU

AP 3310-Records Retention and Destruction

AP 5040-Student Records, Directory Information, and Privacy

AP 5050: Student Success and Support Program

Articulation 13-14 APU

Assessment 13-14 APU

BP 7210: Recruitment and Hiring

California Community Colleges Matriculation Handbook

Counseling 13-14 APU

Counseling FAQ's

District Distance Education

DSPS 11-12 APU

EOPS/CARE/CalWORKs 13-14 APU

ESL Writing Test Validation

Financial Aid 13-14 APU

Matriculation 13-14 APU

Mission Statement

New Student Orientation

Student Activities 13-14 APU

Student Services

Student Success Scorecard

Transfer Center 13-14 APU

Veteran's Affairs 13-14 APU

Wellness Services 13-14 APU

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IIC: Library and Learning Resources

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.

IIC.1. The institution supports the quality of its instructional programs by providing the 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.

Description

The Library and Learning Resources mission statement supports the mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

The College of Alameda Library also affirms the mission and vision of College of Alameda and the Peralta Community College District by support the college's institutional learning outcomes especially in its stated mission and goals to:

- To provide quality services, research materials, technology, facilities, and instructional programs that support the College curricula, information literacy, and research needs
- To provide students with access to information resources that support their learning processes, teach information literacy, and satisfies their intellectual need

In light of these goals, the Library emphasizes a comprehensive learning-centered approach to programs and services that appropriately reflect our diverse campus community. Librarians and staff also strive to provide instructional opportunities that reflect this wide range of student needs from basic skills to critical thinking and information literacy competencies. This strategy directly supports the College-identified foundational skills that involve developing abilities in information competency to "solve problems and make decisions in life and work using critical thinking, quantitative reasoning, and community resources". Students training in information competency also learn to "use technology and written and oral communication to discover, develop, and relate critical ideas in multiple

environments." By these means, the Library helps prepare all COA faculty, staff, and students to achieve their academic, career, and life-long learning goals.

The College includes Library and LRC services and programs in overall institutional planning at the College and District levels, including issues related to funding support. Librarians and library staff assess services and collections, using learning outcomes, college surveys, and other library and lab data collection systems and software. [REF: Library Planning Documents]

The Library continues to provide excellent service to students and continuously advocates making improvements to enhance the student experience and achievement. This commitment was acknowledged in the 2009 ACCJC Team report in the following commendation:

> *Although the Library building is 35 years old, in many ways it seems to be a new building. It has been carefully maintained and has received numerous technology upgrades over the years. This effort has resulted in a venue that fully supports the efforts of a very dedicated faculty and staff and provides superb support for the students enrolled at the college* [REF: ACCJC Team Report 2009]

Learning Resource Center (LRC)
The mission of the Learning Resources Center is to create and maintain a collaborative learning community environment, to provide centralized access to programs and services that are designed to assist students in succeeding in their academic endeavors, including the development of learning skills and attitudes for effective performance in the college environment as well as the enhancement of thinking abilities and knowledge base, and to provide instructional support to faculty in the classroom.

In furtherance of these goals, the Learning Resource Center maintains an effective, comprehensive and integrated array of programs and services providing individual needs assessment, individual and small-group peer tutoring, personalized computer-assisted tutoring, and computer-assisted supervised tutoring arrangements linked to specific courses. [REF: LRC Annual Program Update 2013-14]

With 30 individual workstations and storage cabinets, the Open Lab provides on-campus computer and printing resources for students. Open Lab student clerical assistants and tutors are available to assist students in using common software applications and the internet, accessing and using their Passport and email accounts, navigating online course management systems (particularly Moodle), and managing printing of documents..
Functions of the LRC specific to this sub-standard are to:
- Maintain a well-organized, efficient and accountable LRC to house programs and services to support student learning.
- Provide individual and small-group tutoring for all students who need assistance in order to succeed in their academic classes.
- Provide tutoring modalities specifically designed to address the needs of the under-prepared and at-risk students.

- Provide computer-assisted learning support in the Mathematics Lab, Writing Center/Basic Skills Lab, and Language Lab that addresses the specialized needs of the student populations served by each of those labs.
- Assist instructors in developing and delivering computer-assisted classroom activities to support and supplement lecture classes.

IIC.1.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.

Description:
Library
The College Library plays a crucial role in facilitating "student learning and goal attainment by utilizing outstanding student support services, developmental education and foundation skills." [REF: College of Alameda Institutional Action Priorities 2011-2013] The Library occupies the first floor of the L Building. Under the direction of the head librarian, the Library provides resources and services for both print (open stack) and digital/online collections. The Library provides study space and seating for approximately 200 students and four study rooms with additional seating for 28 to 30 students in groups. The Library does not own a Multimedia Collection.

The Library provides fourteen research workstations, reserved for students with disabilities and the other workstation is used as a listening-viewing workstation. of the research workstations has network/internet access to all Library resources for research, including the online catalog (shared collections of all four libraries of the Colleges in the District), online databases and recommended internet resources, and Library study guides, and policies. The Library also has wireless internet access, allowing students to bring their own laptop computers for use in the Library.

The Library has an "open classroom" adjacent to the research workstations. The area will hold a class of 30-40 students and is equipped with a portable white board, an electric roll-down screen, multimedia projector, and an instructor's podium with a laptop computer, a set up that allows for the holding of a variety of instructional classes including one-time and multiple orientation sessions, and Library sponsored events. The Library maintains two "open" displays of print resources available that reflect the monthly or seasonal theme of the display. The displays have successfully increased readership of the circulating books. College of Alameda Library's collection contains approximately 38,068 print titles, 29,860 eBook's, 45 current periodicals subscriptions (including 4 newspapers), 16 electronic databases subscriptions, a virtual reference collection (110 vols.), microfilm (3,254 archived reels), one text magnifier (Optelec, Clearview 500); and one microfilm reader (Minolta, MS6000).

The subscription databases, and other online resources, support the curricular needs of students enrolled in both on-campus and distance education classes. The Library shares a

district-wide proxy server for remote access to online materials and a local proxy server for emergency backup.

The four College libraries in the Peralta District share an integrated library system (ILS), Innovative/Millennium. The ILS is robust and has several modules, including circulation and cataloging. District IT maintains the system server. The Library and LRC share a printing system (GoPrint) that provides self-service printing solutions for the Library and open computer lab.

The Library's ongoing "weeding project" serves two crucial purposes. First faculty is given the opportunity to assist librarian in the withdrawing of any materials according to their subject expertise. This process removes outdated, underused materials, making more recently acquired research and reading materials more visible and accessible. Librarians also meet with subject faculty during research for new materials for recommendations for acquisitions in their subject areas. Librarians, as members of the Curriculum Committee, routinely review new courses and programs in order to update and/or add to the collections based on new curriculum. Faculty is also contacted individually in this process to solicit individual recommendations for new materials.

Outreach to faculty for a more integrated approach to library class sessions, including multiple session for one class/instructor includes consultations with faculty in two important ways: creation of more successful Library lessons and assignments tailored for the assignment at hand; and secondly, meeting with instructors proposing new courses in order to acquire new research and reading materials that reflect new curriculum development. Since 2012 the number of instructors bringing their classes to the Library increased by 65 percent. The creation of two new collections: EZ Reading (for Basic Skills & ESL students) and Bestsellers (to encourage general reading and, as a result, greater literacy) were outcomes of this interaction with faculty.

Ongoing development of the Library's collections reflects the College's curricular (academic and vocational) needs as well as special book collections, including Textbook and Pamphlets Reserves, and a new ESL/Easy Reading collection. A new focus for collections is the development of a basic skills collection to support the College's emphasis on this level of learning. The Library works with the faculty of the Learning Communities for recommendation for appropriate reading and research materials for their students in Latino/a Studies, Asian America Studies and African American Studies.

Library staffing includes 3.0 full-time librarians and .67 FTE hourly, adjunct librarians. Library technical staff includes 4.0 full time classified Library technicians (Principal Technician, Senior Library Tech/Circulation, Senior Library Tech/Periodicals, Library Tech II/Reserves & Evening Tech, and one vacant position, Library Tech II/Technical Processing/Cataloging), for a total of 7.6 FTE library staff and faculty. [REF: Library Annual Program Update 2013-14]

The library does not have a multimedia collection or services. The College Information Technology (IT) department provides audio visual services. The IT department supports

classroom audio-visual equipment and provides audio-visual equipment carts to faculty and staff for use in rooms without dedicated equipment.

Learning Resource Center (LRC)
Relying on the expertise of faculty and learning support services professionals, in collaboration with discipline faculty and categorical programs, the Learning Resource Center (LRC) delivers comprehensive services and learning opportunities to students. The LRC works with the IT department to select all the hardware and software used in all the academic labs of the LRC. The faculty coordinator works with the LRC Coordinator and Instructional Assistant, as well as members of individual disciplines to select the software and student resources for the lab. The IT department works directly with the coordinators to determine the compatibility of the software with the computer workstations in that lab. Also, the IT department maintains all the workstations in each LRC lab.

The LRC works with the DSPS Coordinator to ensure there is an ADA-compliant workstation in each academic lab of the LRC. The coordinators work with the DSPS Coordinator to ensure all students have equal access to all the student resources offered in the lab.

The LRC have two full time classified staff shared between the LRC and assessment with a dedicated faculty coordinator. [REF: LRC 2013-2014 APU] Through their leadership the LRC maintains specific materials, equipment, and learning spaces, which include:
- Writing Center (L234): 8 computer workstations, 4 tables for individual and small group tutoring.
- Conference Room (L235): Seating to accommodate 17 people and a U-shaped conference table. Storage cabinet.
- Language Lab (L226): Space for 16 individual workstations, small conference table for group work, workshops, etc.
- Math Lab (L207): 8 individual workstations, 10 computers to for practice problems, use of math software, internet research and math, tables for individual and small group tutoring. Storage and instructor workstation..
- Tutorial Center – one large and 8 small carrels for individual and group tutoring.
- Science Annex – space for individual and small group tutoring. [REF: LRC 2013-2014 APU] This is the newest of the LRC offerings. With the transition of the science classrooms and laboratories to 860 Atlantic Avenue, the LRC worked with science faculty and staff to create a small space for limited mathematics and science tutoring in that facility.

Self Evaluation:
Library
The College meets this standard.
The collection is regularly analyzed by College librarians to track the size, age, and relevance to curricular needs of the College. Librarians use various methods including: catalog system reports, monitoring of reference desk requests and statistics, book requests from faculty and students, and participation in the Curriculum Committee review of new course outlines. Librarians also select books using a variety of methods, including soliciting recommendation

from instructional faculty and researching professional resources such as *Choice* magazine and online and print subject bibliographies. Librarians initiated a formalized weeding project in 2007 that continues when staffing is available. As part of this project, librarians invite faculty participation in the de-selection process by reviewing materials and recommending new acquisitions.

Allocations from several sources, including local capital bond Measure A, California Prop 20 lottery funds, Basic Skills, and Instructional Equipment and Library Materials funds from the State Chancellor's Office, have provided sufficient support for Library materials. Through College budget and planning process, the Library has received additional support and a greater voice in the campus community. The Library utilizes this process to advocate for further growth to the materials budget, primarily through enhancement of base College funds. [REF: Library Planning Documents- Funding]

The Library has staffing levels comparable to similar sized community colleges. [REF: CCC Library Staff Comparison] At College of Alameda, each librarian has shared duties, and, based on their individual job descriptions, Library technicians also have regular assigned areas of responsibility but also cross-train to allow for substitutes in public access services (Circulation/Reserves), as necessary.

The Library currently provides to students and staff remote access in order to allow access to their subscription databases through a District-wide proxy system. Students are remotely authenticated using their names and student ID numbers. The Library has additional resources available on its website.

Learning Resource Center
The College meets this standard.

Actionable Improvement Plan
None

IIC.1.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.

Description
Library
College of Alameda's Library instruction program consists of the following components: Reference Desk (individual instruction); Orientations, including one-shot, and multiple instructional sessions coordinated with various levels of English and other subject classes, including the sciences. For the last two years, librarians have experimented with the "embedded" librarian model, in which a librarian collaborates with the instructor for multiple information learning classes and continues to follow and work with students for the entire semester.

Librarians first developed course and departmental student learning outcomes (SLOs) during the 2005-2006 academic year. Assessment results are kept current via Library planning documents posted on the Library website as well as in CurricUNET. Revised course outlines were discussed district-wide by librarians responsible for instruction. Discussion of how to proceed with information competency for Library Information Studies (LIS), and infused across the curriculum was informed by intensive research in library science professional literature. Formal online and campus-based courses include the transferable, online LIS85 (Introduction to Information Resources) and LIS200 (Introduction to Library Research) the latter a "brick and mortar" class focused on the needs of foundational, ESL, and other basic skills students. [REF: Library Information Studies Learning Outcomes- Spring 2012]

Librarians have met with the campus Distance Education Committee to plan for greater off campus access to Library resources. Remote access to electronic Library resources are accessed across the District by a universal log-in based on campus specifics. The College also maintains a local proxy server for remote authentication as a backup. College of Alameda librarians were very involved in the development of the new college web site. Information about Library services and instructions as well as remote access to online Library resources (article databases and reference resources) can be accessed through the Library web pages that are maintained by librarians on a continual basis.

Librarians have developed, in collaboration with basic skills and ESL instructors, specialized instructional sessions. The Library continues to play a crucial role in the college's basic skills initiative. Basic Skill Grant funding from this initiative have funded expansion of the library's basic skill, ESL reading and research collection, called Easy Reading. Using a combination of traditional and new methodologies, the library conducts "tours" of the library services, collections, and learning resources. Students are given a hands-on approach that includes various task-orientated activities that are especially successful for basic skills classes.

Learning Resource Center (LRC)
The LRC offers one course, LRNRE 501: Supervised Tutoring to student to provide tutorial services in all supported program areas. The course has identified student learning outcomes. [REF: LRNRE 501 Course Outline of Record]

Self Evaluation
Library
The College meets this standard.
The Library is making great progress with its instruction programs and promoting the concept of information literacy taught both by librarians and as a basic skill infused across the curriculum. Librarians continue to do outreach to classroom-based faculty to develop and expand the number of library instruction sessions. Due to the expanded evening hours, library class instruction between 4-7:50 p.m. has doubled during the 2013-14 academic year. Due to the prominent location of the reference desk in the "L" Building librarians often answer both building and campus directional questions. In part due to this location, reference desk questions, divided between simple directional, ready reference, and more complex research questions, continue to average about 5,000 students annually.

Recent assessments of student learning outcomes show satisfactory results. [REF: Library Information Studies Learning Outcomes- Spring 2012]

Learning Resource Center (LRC)
The College meets this standard.

Actionable Improvement Plan
None

IVC.1.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.

Description
Library

Mission Statement for Library Services: As a learning-centered Library for a diverse community the Library strives to provide access to quality, current, and appropriate resources (online, digital, and print) in clean, well maintained facilities. Overarching its instructional mission and collection development program is the Library's strong service commitment to student success.

The Library is committed to providing quality services to the residents of the Peralta Community College District. In accordance with the College's mission statement, the Library faculty and staff strive to:

- Provide consistent access to equitable, high quality services, resources (print, electronic and media), equipment, and facilities in support of the College's curriculum.
- Encourage and facilitate the development of information competency skills related to independent inquiry and information retrieval to enhance student learning in all curricular areas and to promote critical thinking and life-long learning.
- Use technology to expand classroom instruction, individualize instruction, promote independent inquiry and research, and enhance the scope and quality of Library services.

During open hours, the Library offers access to study space, reserve materials, collections, circulation, instruction sessions, and reference assistance. Reference services are also offered via telephone, e-mail and an online virtual "chat" reference during Library hours. The building has wireless access and many students bring their own laptop computers to the Library in order to study and access Library resources. The Library also provides students and faculty off-campus access to the online resources through remote authentication. [REF: Database Webpage]

Library faculty are scheduled all operational hours (M-F) in order to oversee the operations of services, provide adequate student/faculty contact and instruction, attend college budget and curricular planning and shared governance committee meetings. Librarians also have a variety of assigned duties according to their job description specialties and a variety of shared duties that include both instructional and operational aspects, including cataloging and technical services, public services, reference/instruction, collection development, budget and planning, information technology services including web page development and, with assistance from the college IT Team, maintenance of computer hardware and bibliographic utilities, and other software installation and updates. Adjunct Librarians provide reference and instruction primarily for evening hours intercessions, and summers.

The Library website includes instructional materials and resources. The Library catalog and databases are available remotely via the Library website. Through the current website, students have off-campus access to the Library's homepage, via remote district-wide authentication, access to subscription databases, 24 hours per day seven days a week. Library web resources include research and subject guides tailored to our students. Also included on the website are several online tutorials leading the user through all aspects of the research process. These resources are utilized by faculty, staff, students, and tutors. [REF: Library Webpage; : Library Technology Plan 2009]

Learning Resource Center (LRC)
The Learning Resources Center (LRC) occupies the second floor of the L Building. The academic labs included in the LRC are the Writing Center, Language Lab, Math Lab, Accounting Tutorial Center, Open Lab, and the Tutorial and Assessment Center.
The hours of operation for the Learning Resources Center during the spring and fall terms are:
Open Lab
      Monday - Thursday, 8 am – 5:50 pm
      Friday 9am – 1:50 pm
Math Lab and Writing Center
      Monday - Thursday, 10 am – 5:50 pm
      Friday 10am – 1:50 pm
Language Lab
      Monday - Thursday, 8 am – 5:50 pm
      Friday 9am – 1:50 pm
Accounting Tutorial Center
      Monday - Thursday, 8 am – 5:50 pm
      Friday 9am – 1:50 pm
Science Annex - This is the newest of the LRC offerings. With the removal of the science classrooms and laboratories to 860 Atlantic Avenue, the LRC worked with science faculty and staff to create a small space for limited mathematics and science tutoring in that facility.
Science Annex hours
      Monday - Thursday, 8 am – 5:50 pm
      Friday 9am – 1:50 pm

Students must present a current Peralta Student ID to gain access to services provided in all labs of the Learning Resources Center. Students log in and out of a software program that tracks the time they spend in the lab (SARS Track). College of Alameda logs all hours by students as positive attendance hours for the course Learning Resources 501 – Supervised Tutoring.

The LRC provide free access and assistance in accessing, the internet and World Wide Web as well as the benefits of other technological advances to students who do not have such access available to them at home and integrates learning support programs and services with all areas and efforts within the college community.

All instructors are encouraged to bring their classes to the LRC for an orientation at the beginning of each semester. The orientations are a means to familiarize the instructors and students with the scope of services available. Tutors identify courses with heavy reading and writing components at the beginning of each term, contact instructors through LRC faculty, and offer individualized, in-class presentations of targeted services and resources. Accumulated student hours from all areas of the LRC can be reported to individual instructors at the end of the semester; several faculty use LRC hours as course requirements or for extra credit.

Examples of resources are:

Writing Center and Language Lab
- Drop-in tutoring services in all levels of ESL, Spanish, Social and Behavioral Sciences, and Liberal Arts content areas (students work one-on-one with a tutor and in small groups)
- Microsoft Office Suite, internet access for research, and desktop links to websites for grammar, mechanics, and writing process information and tutorials

Open Lab
- Extended hours to 8 am at student and faculty request

Math Lab:
- Drop-in tutoring services
- Reserve/Desk copies of current textbooks
- Video lecture series for Elementary and Intermediate Algebra, Trigonometry, and Calculus
- Student Solutions Manuals for various textbooks
- Supplemental Software containing thousands of practice exercises for Arithmetic, Pre-algebra, Elementary & Intermediate Algebra, and Pre-calculus (produced and distributed by textbook publishers)
- Other math software to support geometry, statistics, calculus, and differential equations courses

Tutorial Center
- Open space available to all students for small group study

Self Evaluation
Library
Library annual surveys, including spring 2014, show that more students are currently using the Library for group study than in 2005. In the fall 2013 survey, eighty percent (80%) of the faculty believe that the library's hours are sufficient; however, 46% students believe that Library hours are inadequate. Students are generally satisfied with Library seating; noise level, cleanliness, and computer access (strongly agree/agree ranges from 56% to 73%). These numbers are generally up from 2005 [REF: Student Surveys Fall 2005; Student Survey Spring 2008; Student Survey Fall 2103] Furthermore, the 2014 Community College Survey of Student Engagement [REF: 2014 Community College Survey of Student Engagement] asked a specific question, item 12, regarding Library services.

12. How satisfied are you with the library services at this college?	COLLQ3516	Excellent	250	34.6
		Good	319	44.1
		Fair	133	18.4
		Poor	21	3
		Total	723	100

The Library offers extensive online instruction materials and information on its website, and students have access to Library databases 24/7. The Library offers a variety of electronic reference materials and a large electronic book collection that concentrates on the sciences and green technology. Librarians committed to improving and increasing our online presence have been leaders in the college's website development and development of new web-based instructional materials. For example, the Library has instituted an online virtual reference service. [REF: Virtual Reference; Library Database Page]

The Library shares a catalog with all four Colleges in the Peralta Community College District. Unfortunately, the Library lacks the ability, due to funding and staffing, to do inter-library loans or request books from other Peralta District libraries. Students may check out materials from the other Peralta College libraries, but they must physically go to that library to get the book. It should be noted that all Colleges within the District are within a short distance from College of Alameda (Laney – 2.5 miles, Berkeley - 8 miles; Merritt - 15 miles). [REF: Library Catalog]

Learning Resource Center (LRC)
The College meets this standard.
The LRC is exploring with the Library and Information Technology (IT) a new way of delivering Learning Resources materials electronically to help eliminate the restraints of our location (i.e. students will be able to access learning resources outside normal operating hours.). The LRC already has a number of textbooks on reserve in the Library. These are made available to students outside of the academic lab hours. The LRC website contains

basic information on hours of operation, courses offered through each lab, and faculty and staff contacts.

The College actively surveys students for continuous improvement. The 2014 Community College Survey of Student Engagement [REF: 2014 Community College Survey of Student Engagement] asked targeted questions, items 10, 11, and 13.1, regarding tutorial services and the open computer lab. Below is a sample of the data:

10. How often do you use the academic support services such as tutoring or academic assistance, at the college?	COLLQ3511	Very often	80	10.9
		Often	113	15.4
		Sometimes	178	24.4
		Seldom	153	20.8
		Never	208	28.4
		Total	732	100
11. How satisfied are you with the instructional support available to you when you need help with a specific course?	COLLQ3514	Excellent	147	20.2
		Good	333	45.8
		Fair	189	26
		Poor	58	8
		Total	726	100

Actionable Improvement Plan
None

IIC.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Description
Library
The Library, located on the first floor of a multi-use building maintains security with a state of the art, ADA-accessible 3M security detection system to safeguard the collection at the main entrance to the L Building. Magnetic security strips (3M tattle-tape) protects all Library print/non-print media. In addition, emergency exits are alarmed. The L Building has a security camera maintained by District security control, where the Alameda County Sheriff's Office is housed.

The Library maintains control of the collection through the use of a circulation module in its integrated library system, Millennium. The Library is able to update its current student borrowers on a daily basis using a connection with the District server. With the migration to a new system in 2011, the Library implemented an inventory control system that allows staff to confirm holdings using portable barcode scanners. Librarians conduct systematic weeding of library materials by focusing on discrete areas of the collection (e.g. call number ranges or special collections). As materials are weeded, librarians identify replacement titles, when needed. [REF: Library Technology Plan 2009]

Self Evaluation
Library
The College meets this standard. The Alameda County Sheriff's department, through a contract with the PCCD, provides security to the Library in the event of incidents. Security of books is managed using a materials security system.

The L Building, in which the Library is the primary service, is a facility that shares space with several other student services. Multiple uses of this facility have caused difficulties in security, staffing, noise levels, and patron traffic. In the informal 2014 survey about 55% of students believe that the Library provides quiet and good spaces to study and read. Use of group study rooms and increased use of our Extra Quiet Study room for individuals has contributed to this continued satisfaction.

Actionable Improvement Plan
None

IIC.1.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 intended purpose, are easily accessible, and utilized. …evaluated on a regular basis … institution takes responsibility for and assures reliability of all service provided directly or through contractual arrangement.

Description
Library
The Library relies on outside consortia and vendors to support and supplement collections and services. The integrated library system (ILS) by Innovative Interfaces Millennium system is purchased and maintained at the District level. Consortia memberships are maintained where such membership provide cost-savings and other benefits to students; for example, the participation in the Community College Library Consortium (CCLC) provides r substantial group buying discounts for digital resources.

The following formal agreements exist and are on file in the Library office:

- Contracts with the bibliographic utility and Interlibrary loan provider, OCLC

- CCLC Contracts for digital resources

- Copy/Printing, GoPrint and annual maintenance agreements

- Photocopiers maintenance provided by Pinnacle Vend Systems

- Virtual reference, "Chat with a Librarian" subscription from LibraryH3lp: Non-profit & Library Virtual Reference Software

- The following formal agreements exist and are on file in the District office:

- Maintenance contracts with the integrated library system vendor, Innovative Interfaces (III)

Self Evaluation
The College meets this standard.

Actionable Improvement Plan
None

IIC.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.

Description
Library
The Library gathers and evaluates its programs and services based on information gathered from a variety of assessment methods, such as circulation statistics, reference statistics, collection statistics, reference statistics, instruction statistics, student surveys, and faculty surveys. The librarians also utilize qualitative research, such as conversations with faculty regarding instruction, library assignments, library collections and library services. In addition, librarians initiate conversations with students regarding their assignments, classes, college experience, library resources, library hours, and need for quiet study space.

Formal assessment of Library services and instruction is ongoing in CurricUNET (for course outline updates) and TaskStream. The results of the assessments are shared once a semester at librarian meetings and also presented to the public via a library newsletter and posted on the library website. [REF: Library Newsletters] The outcomes for the LIS85 course are assessed each semester that includes an online student evaluation of the course. The results of this assessment are analyzed and shared at the librarians meeting, and a summary of results is posted on the Library website. [REF: Library Information Studies Learning Outcomes- Spring 2012]

The Library has also developed a mission statement referred to above and service learning outcomes that are used for assessment. The data is collected in Library reports as well as in

TaskStream. [REF: Library Service Outcomes; Library Collection Outcomes; Library Technology Outcomes] Our service SLOs are:

- Students will be able to demonstrate and communicate their service-related information needs using appropriate self-advocacy skills with librarians and staff.
- Students will be able to complete the circulation/check-out process and procedure from appropriate service desks**.**
- Students will demonstrate social responsibility by proper behavior, use of library equipment, and library policies.
- Students will be able to demonstrate ability to access online and remotely accessible resources

The Library is continually analyzing assessment data and incorporates resulting analysis into its annual unit plan, program review, and budget and planning proposal documents. Below is a sample of the data collected as part of planning and decision making processes.

Academic Year ACTIVITY	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Gate Count	**Su11** 335,706 **Fa11 11** 487,578 **Sp12** 626,558 TOTAL: **314,112**	**Su10** 160,445 **Fa10** 150,789(n) **Sp11** 312,446 TOTAL: **344,224**	**Su09** 772,266 **Fa09** 955,320 **Sp10** 132,459 (l.) TOTAL: **358,867**	**Su08** 346,981 **Fa08** 552,406 **Sp09** 728,912 TOTAL: **382,812**	**Su07** NotAvai **Fa07** 178,314 **Sp08** 346,100 TOTAL: **346, 100**
FA/SP Hours Open per Week	52	52	**Fall 54** **Spring 52**	56	62
Transactions – Circulating	3,984	4,245	3,879	3,008	3,068
Transactions – Reserve	24,458	36,024	36,160	24,360	22,172
In House Usage	**5,810**	4,735	4,112	3,806	NA
TOTAL CIRCULATION	34,392	45,004	44,151	31,174	25,240
Orientations &	2011-12	2010-11	2009-10		2007-08

LIS500 Workshops				2008-09	
No. of Orientations	45	49	59	78	62
Orientations: Students Attended	1258	1460	1689/28	1442/18	1466/ 22
REFERENCE DESK	4274	4879	5342	5701	5843
SUMMER INSTRUCTION	2012	2011	2010	2009	2008
No. of Orientations	8	Not Funded	6	7	7
Orientations: Students Attended	273	Not Funded	226	300	232

This data is collected and analyze by librarians and Library classified professionals from software and the District-wide bibliographic utility (Millennium) as well as local surveys. The Library participates in the college's program planning processes. [REF: Library Statistics- Services; Library Statistics- Collection; Library Statistics- Staffing; Library Statistics- Reference; Library Statistics- Circulation]

Learning Resource Center (LRC)
The LRC evaluates its services and courses to meet student learning needs and based on results continually refines and improves its services. These are embodied by providing personalized services designed to accurately discover and serve the needs of individual students; individual and small-group tutoring for all students who need assistance in order to succeed in their academic class; and tutoring modalities specifically designed to address the needs of the under-prepared and at-risk students.

All instructors are encouraged to bring their classes to the LRC for an orientation at the beginning of each semester. The orientations are a means to familiarize the instructors and students with the scope of services available. Tutors identify courses with heavy reading and writing components at the beginning of each term, contact instructors through LRC faculty, and offer individualized, in-class presentations of targeted services and resources.

The LRC serves 1-26% (by headcount) per term of the total college population

Term	Student Headcount	LRC Headcount	
Fall 2008	6819	122	2%
Spring 2009	6898	99	1%
Summer 2009	4166	467	9%
Fall 2009	7985	1509	19%
Spring 2010	7450	1955	26%
Summer 2010	3520	473	13%
Fall 2010	7242	1904	25%
Spring 2011	7264	1758	24%
Summer 2011	3651	405	11%
Fall 2011	6926	1622	23%
Spring 2012	6606	1509	23%
Summer 2012	3730	287	8%
Fall 2012	6302	1525	24%
Spring 2013	7269	1355	19%
Summer 2013	3307	398	12%
Fall 2013	6413	1464	23%

Source: BI Tool (report run 9/29/14)

Writing Center and Language Lab
The 2012-13 SLO assessment data shows that slightly less than half of the students using these combined labs return three or more times during the term.

Term	Total Headcount	3 or More Visits	
Spring 2013	301	138	46%
Summer 2013	42	19	45%
Fall 2013	402	152	38%
Totals	745	309	41%

(Data source: SARS TRACK, evaluation from fall 2013 LRC APU)

The LRC relies on student usage reports (SARS Track) to determine appropriate staffing for each lab of the LRC. Average retention and persistence rates of COA students are often used by the college to evaluate the effectiveness of our programs and to set goals for improvement.

Instructors who link their classes to the LRC often retrieve LRC usage reports and link usage of the labs to their student success students. However, this data is collected and analyzed on an individual basis by faculty. Results are not shared with the rest of the college or LRC staff.

Self Evaluation
Library
The Library is actively engaged in improving services and programs based on the assessment of student learning outcomes. The Library has gathered a large amount of qualitative and quantitative data that it uses to assesses needed improvements. The library uses circulation, collection, and reference statistics to select and purchase new library materials. Library uses instruction statistics, persistence and retention studies and SLO assessments to make changes to instructional content and delivery methods and to seek funds for expansion of instruction programs. Results from faculty and student surveys are utilized in setting library priorities. Information gathered from conversations with faculty and students is used to select new library materials, make changes to instruction, and set library priorities.

Learning Resource Center (LRC)
The LRC is actively engaged in improving services and programs based on the assessment of student learning outcomes. Comprehensive assessment results were reviewed in the 12-13 academic years. The tables below illustrate the findings:

Fall

ALAMEDA   LRNRE:501

TERM	CATL DESCR	SECT	CENSUS	FTES TOTL	FTEF TOTL	PROD
Fall-12	SUPERVISED TUTORING	5	1525	0	0.19	0
Fall-11	SUPERVISED TUTORING	6	1622	0	1.01	0
Fall-10	SUPERVISED TUTORING	4	1904	0	0.33	0
Fall-09	SUPERVISED TUTORING	8	1538	0	2.17	0
Fall-08	SUPERVISED TUTORING	8	122	3.19	2.14	1.49
Fall-07	SUPERVISED TUTORING	4	2161	34.14	3	11.37
Fall-06	SUPERVISED TUTORING	4	2262	39.58	2.44	16.2
Fall-05	SUPERVISED TUTORING	9	2303	30.64	0.06	505.63

Spring

ALAMEDA   LRNRE:501

TERM	CATL DESCR	SECT	CENSUS	FTES TOTL	FTEF TOTL	PROD
Spring-13	SUPERVISED TUTORING	6	1355	0	0.25	0
Spring-12	SUPERVISED TUTORING	5	1509	0	0.45	0
Spring-11	SUPERVISED TUTORING	4	1758	0	0.81	0
Spring-10	SUPERVISED TUTORING	3	1955	0	1.35	0
Spring-09	SUPERVISED TUTORING	8	101	1.43	3	0.48
Spring-08	SUPERVISED TUTORING	7	2449	32.51	3.04	10.69
Spring-07	SUPERVISED TUTORING	9	1913	45.81	2.89	15.87
Spring-06	SUPERVISED TUTORING	8	2181	34.46	0.17	198.15
Spring-05	SUPERVISED TUTORING	7	1783	26.7	0.33	80.28

Data from the sign-in software (SARS Trak) is pulled to access student use and persistence in using tutoring services. Below is sample of the data utilized for program planning:
Spring 13:

      Math Lab: 51% of students visited 3 times or more (143 of 277)
      Writing Lab: 46% of students visited 3 times or more (138 of 301)
      Open Lab: 2% of students visited 3 times or more (18 of 1060)

Summer 13:

      Math Lab: 57% of students visited 3 times or more (59 of 103)
      Writing Lab: 45% of students visited 3 times or more (19 of 42)
      Open Lab: .03% of students visited 3 times or more (1 of 252)

Fall 13:

      Math Lab: 48.6% of students visited 3 times or more (197 of 405)
      Writing Lab: 38% of students visited 3 times or more (152 of 402)
      Open Lab: .25% of students visited 3 times or more (3 of 1399)

Semester	% Registered by Census	% Registered by Attendance Verification	% Registered During Finals
Fall 2013	45%	92%	2%
Spring 2013	47%	99.5%	0%

(Data source: LRNRE 510 class roster).

Actionable Improvement Plan
None

List of Evidence (in alphabetical order)

2014 Community College Survey of Student Engagement

ACCJC Team Report 2009- Commendations
CCC Library Staff Comparison
College Mission Statement
College Planning Documents
Faculty Library Survey Fall 2007
Information Literacy Tutorials
Institutional Learning Outcomes 20113
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
Library Annual Program Update (2013-2014), (2011-2012), (2010-2011)
Library Catalog
Library Collection Outcomes
Library Database Page
Library Information Studies Learning Outcomes- Spring 2012

Library Instructional SLO Assessments 2007
Library Planning Documents – Library Homepage, Handouts & Style Guides,
Library Program Review
Library Program Review, 2012
Library Program Reviews (12-complete), (12chart)
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
LRNRE 501 Course Outline of Record
Online Library Planning Documents
Student Surveys Fall 2005
Student Survey Spring 2008
Student Survey Fall 2013
Special library studies 2006, 2007
The COA Library & Online Library Book Club is on Facebook
Virtual Reference

Standard III

Resources

COLLEGE OF
ALAMEDA

III.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.

IIIA.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.

Description

Human Resources are organized and staffed as a District function, supporting the needs of the Colleges. The Office of Human Resources works closely with College of Alameda to ensure that qualified personnel are employed at all levels to support student learning programs and services and improve institutional effectiveness.

Developed through the participatory governance process, District hiring policies and procedures for faculty, classified staff, and administrators are available for all screening committees. In addition, a representative from the Office of Human Resources is available to all screening committees to assist with the recruitment, paper screening, and interview processes.

The employment process begins with adhering to the hiring policies and administrative procedures of each respective classification: administrators, full-time faculty, part-time faculty and classified staff. Peralta Community College District (PCCD) Board Policies and Administrative Procedures provide clear direction on identifying and hiring qualified staff and faculty. PCCD Board Policies and Administrative Procedures are published online at http://web.peralta.edu/trustees/bps-aps/ listed by category.

Board Policies 3410 Nondiscrimination, 3420 Equal Employment Opportunity, and 7100 Commitment to Diversity subscribe to principles of human resource management that promote equal access, equal employment opportunity, and equal treatment and fairness. .

Board Policies 7120 Recruitment and Hiring, 7210 Academic Employees, 7230 Classified Employees, 7240 Confidential Employees, 7250 Academic Administrators, and 7260 Classified Managers set forth the policies for each category of employment. Administrative Procedures 7121 Faculty Hiring, 7123 Hiring Procedures for Regular Academic and Classified Managers, and 7125 Hiring Acting and Interim Academic and Non-Academic Administrators detail the steps in the hiring processes for each category of employment. Additional procedures are contained in the collective bargaining agreements which mutually establish the terms and conditions of employment and the rights of the parties to these agreements for classified staff and faculty at http://web.peralta.edu/hr/employee-relations/employee-relations-2

These policies were developed in collaboration with the District Academic Senate, the Peralta Federation of Teachers (PFT), and the Operating Engineers and Service Employees International Unions. These policies are publicly accessible to all via the Peralta Community College District website. The District governing board ratifies union contract clauses that address hiring policies.

These policies have provisions that include, but are not limited to:

- Providing full, objective, and equal access for all applicants
- Actively seeking applicants who demonstrate the required technical expertise, competency, and sensitivity that will enable them to work effectively in a multicultural educational environment.
- Complying with all federal, state, and local laws
- Ensuring participation by faculty, classified staff, and administrators in their respective roles throughout the process
- Ensuring diversity on all screening committees
- Ensuring that screening committee members have knowledge in the position area
- Reviewing all components of the process for ensuring the integrity of the process
- Maintaining confidentiality throughout the process

Self Evaluation

The College meets this standard.

College of Alameda has clearly described policies for ensuring that all personnel are qualified as evidenced by education, training, and experience to provide and support programs and services. These policies are in the Board Policy Manual as referenced in the description in the above section. College of Alameda in collaboration with the Human Resources Office utilizes a comprehensive hiring process to employ highly qualified personnel. The guidelines for the selection of employee groups – classified staff, faculty, and administrators- cover the development of the job announcement, selection of the screening committee, development of screening criteria and interview questions with desired responses, the screening of application materials, the screening of candidates, the recommendation of finalists, the conduct of final interviews, the checking of references, and the final approval of the candidate. This collaborative process ensures that each constituency (classified staff,

faculty, administrators) is well represented in the selection of highly qualified personnel. This comprehensive process also includes safeguards to ensure personnel are highly qualified. For instance, the Office of Human Resources monitors each phase of the selection and interview process ranging from approval of the composition of screening committees up to reference checking. [REF: Employee Demographics- College of Alameda]

College of Alameda attracts highly qualified faculty by leveraging the District wide Faculty Diversity Internship Program. This program in particular positions the College to attract diverse faculty and to provide training and professional development tailored to College of Alameda to faculty interns while in graduate school.

Actionable Improvement Plans

None

IIIA.1.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.

Description

As stated in the Board Policy Manual and in collaboration with the Office of Human Resources, College of Alameda follows a comprehensive hiring process that ensures that institutional faculty play a significant role in selection of new faculty, that job criteria, qualifications, and procedures for selection are clearly and publicly stated, and that among many other factors that criteria for faculty include knowledge of the subject matter. College of Alameda also follows Board policy in regards to an equivalency process.

Selection of employee groups – classified staff, faculty and administrators – covers the development of the job announcement, selection of the screening committee, development of screening criteria and interview questions with desired responses, screening of application materials, screening of candidates, the recommendation of finalists, final interviews, reference checks, and the final approval process by the College President and the Chancellor.

To ensure that qualifications for each position match programmatic needs and the mission of the College, the hiring process begins at the department or unit level with development of clearly defined and relevant job descriptions. The job descriptions for classified staff and

managers are created based upon the needs of the College and are reviewed by the Office of Human Resources so that the employment announcement states the necessary knowledge, skills, and abilities required to carry out the duties and responsibilities in an effective manner.

The District Office of Human Resources maintains job class specifications and descriptions for classified staff on the HR website at http://web.peralta.edu/hr/titles-pay-ranges/ providing access to job classification information for all internal and external applicants. Consistent with Board Policy 7230 and Administrative Procedure 7260, the Office of Human Resources maintains a classification plan which defines all classified positions. This plan allocates classified positions to appropriate classes, arranges positions into occupational hierarchies (job families), determines relationships between classes, and prepares written class specifications. Each class specification includes: class title, definition of the class, distinguishing characteristics which differentiates the class from other related or similar classes, examples of duties allocated to the class, and a statement of the minimum qualifications for service in the particular class. When a vacancy occurs and approved to be filled, the Director of Human Resources ensures that the employment opportunity notices contain the correct class specifications. If there is a proposed change in the duties of existing positions, the Director of Human Resources conducts a review to determine whether the position should be allocated to a new of different class.

Program planning drives the faculty hiring processes: all faculty positions are based upon documented needs in the departmental Program Review or in Annual Program Update reports. Once positions are identified faculty play a critical role in the development of the job announcement. Faculty job announcements clearly state the minimum qualifications, emphasizing the importance of disciplinary knowledge, current pedagogy, and commitment to student learning. Minimum qualifications are predicated on the minimum standards adopted by the Board of Governors of the California Community Colleges that are outlined in Minimum Qualifications for Faculty and Administrators in California Community Colleges. These serve as a statewide benchmark for professionalism and academic rigor and a guideline for day-to-day decisions regarding suitability for employment. However, the department is given the latitude to also include "desirable qualifications" to the job announcement. These desirable qualifications go beyond the minimum qualifications as a means to reflect those qualities that are considered necessary and of highest value to the department and the College and are aligned with the College mission and goals. [REF: Minimum Qualifications]

Administrative Procedure 7211 Minimum Qualifications and Equivalencies details the District's equivalency policy. The procedure states that all applicants for faculty positions who possess "qualifications that are at least equivalent" to the State's minimum qualifications shall be provided an avenue to request a determination of equivalency. When an applicant seeks equivalency review, the District Academic President appoints an Equivalency Committee, comprised of three contract faculty in the discipline, to evaluate the applicant's academic qualifications, pertinent experience, and relevant coursework. Each member of the Equivalency Committee makes an independent assessment of the materials submitted by the applicant. The final decision of the committee is by majority vote. Denial of equivalency by the Equivalency Committee is final and cannot be re-opened unless the applicant provides new and additional information. Only formal education is considered the

equivalent in a discipline which requires a Master's degree as a minimum qualification. The District Office of Human Resources maintains the files of all equivalency determinations.

The District Office of Human Resources ensures that job announcements are directly related to the mission and goals of the College by reviewing and updating job descriptions prior to each recruitment announcement. Criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated in a variety of sources accessible to the public via the District's website under the Office of Human Resources [REF: Human Resources]. All job descriptions contain general responsibilities, distinguishing characteristics, representative duties, supervisory relationships, minimum and desired qualifications, and any license or certification required to perform the duties of the position. Job announcements are advertised via the District's website, through internal memos regarding employment opportunities and through the California Community College Registry. Additionally, the PeopleAdmin applicant tracking system provides for an on-line application process for all applicants and web-based advertising. Dependent upon the position, additional recruitment may include resources such as The Chronicle of Higher Education, Women in Higher Education, Diverse Issues in Higher Education as well as many on-line job boards and recruitment fairs or events.

Initial screening of application materials begins at the District Office. Human Resources personnel review the applications to ensure that candidates meet the respective minimum qualifications and hold degrees from institutions accredited by a United States accrediting agency. Complete transcripts of all lower and upper division and graduate level College/university course work with the degree conferral date show are required. Transcripts from countries other than the United States must be evaluated by an agency that is a member of the National Association of Credentials Evaluation Service (NACES). Any applications that do not meet the minimum qualifications are eliminated from the process.

Subsequently, files of eligible candidates are sent to selection (hiring) committees. Faculty plays a significant role in the hiring process in all selection committees. Administrative Procedures 7121 Faculty Hiring, 7123 Hiring Procedures for Regular Academic and Classified Managers, and 7125 Hiring Acting and Interim Academic and Non-Academic Administrators detail the steps in the hiring processes for each category of employment and the composition of the selection committees. The College Academic Senate President appoints faculty to hiring committees. The College Classified Senate President appoints classified staff. The College President appoints an administrator to each hiring committee. Once appointments are recommended, the Office of Human Resources reviews the selection committee composition for gender and ethnic diversity. Faculty participation is integral in all steps in the hiring process. Faculty members are involved in the development of job descriptions and associated criteria, development of paper screening rubrics, interview questions and prompts for teaching demonstrations, screen applications for determining who is to interviewed and conduct first level interviews.

The selection committee interviews candidates and determines a list of recommendations for final interviews. The College President, with the appropriate Vice President, the Academic Senate President (for faculty hires) and the chair of the selection committee conduct the final interview. Candidates are evaluated for their potential to contribute to the mission and goals

of the department and the institution. Following the final interviews, reference checking is conducted to verify the qualifications of the finalists. The College President recommends the finalist to the Chancellor for approval.

Part-time faculty members are hired through one-on-one interviews with the Department Chair and the Dean of the respective area. The same rigor applies to meeting minimum qualifications and screening of application materials. Part-time faculty members are hired on an as needed basis with assignments that are for one term only and part-time faculty members are evaluated in the first year of employment at the College.

Self-Evaluation

The College meets the standard.

The process for hiring personnel operates successfully. In close collaboration with the Office of Human Resources the College meets this standard. The Human Resources routinely advertises classified, faculty, and administrative positions that include criteria, qualifications, and procedures for selection publicly through the District Human Resources website, the California Community Colleges Registry, and through communication to local Colleges. In addition, positions are publicly advertised in resources such as The Chronicle of Higher Education, Women in Higher Education, Diverse Issues in Higher Education, as well as many on line websites and listservs. All job announcements provide criteria, qualifications, procedures for selection and a description of the College or District. Specific duties and responsibilities of each position are clearly outlined.

Job descriptions are directly related to the institutional mission and goals and accurately reflect the duties and responsibility of the position. Job announcements for classified staff and managers are based on the needs of the College and edited by Human Resources. Job announcements include broad content relevant to the position and state the necessary knowledge, skills, and abilities pertaining to each position. In regards to faculty hiring, the initial "Request to Hire" personnel action includes an attachment confirming that the department chair or discipline expert, the Academic Senate President, the Peralta Federation of Teachers representative and the hiring manager has been consulted on the justification for the hire and the description of the position. This process of inclusiveness of all the constituencies produces job descriptions that are an overarching perspective of the needs of the College and reflective of the essential duties and responsibilities of the position that includes the perspective of a subject expert. Candidates are evaluated for their potential to contribute to the mission, needs, and goals of the College and department.

Job announcements emphasize the importance of discipline knowledge, current pedagogy, commitment to student learning, and the importance of an applicant being able to demonstrate sensitivity and experience in working within a multicultural educational environment. Many screening committees require skills demonstration or a teaching demonstration as part of evaluating discipline knowledge, pedagogy, and effective teaching. District procedures ensure faculty has a significant role in the selection of new faculty. Screening committees for faculty positions include at least three faculty members in the

discipline, or an aligned discipline, and an administrator. All faculty screening committees are chaired by a faculty.

College of Alameda in collaboration with the Office of Human Resources has an equivalency process for applicants who do not directly meet minimum qualifications as stated in Board Policy 3.26. Degrees from non-U.S. institutions are recognized only if equivalence has been established. The equivalency process includes review by an equivalency committee comprised of discipline experts, as well as by the District Academic Senate President. The equivalency process includes all applicants holding degrees from non-U.S. institutions to have the degree evaluated through an external evaluation agency.

Actionable Improvement Plan

None

IIIA.1.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 personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Description

Procedures and policies have been set in place for continuous evaluation of the faculty, staff and administration at the institution. Created through collaborative discussions between District wide constituent groups including the Human Resources (HR) Office, Board of Trustees, Union, Academic Senate, faculty, staff and administrators, the forms and policies are reviewed every few years and can be found on the District website. Documentation is filed confidentially at both the institution and District office. [REF: HR Forms]

All personnel (full time and part-time faculty, classified support staff, and managers) are evaluated systematically and at stated intervals. The evaluation process, criteria, and evaluation schedules are contained in the collective bargaining agreements and PCCD Board Policies and Administrative Procedures [REF: AP 7126 Management Performance Evaluations ; BP 7210 Academic Employees; SEIU Local 1021, Article V. ; I.O.U.E. Local 39, Article].

Contract faculty members (full-time) are evaluated every three years. Part-time faculty members are evaluated in their first-year of employment and six semesters thereafter. The evaluation process includes peer observations, student evaluations, an administrative evaluation and a portfolio. The evaluation process provides opportunities for commendations and recommendations for improvement. If a rating below satisfactory is assigned, a plan for improvement is developed and a re-evaluation is scheduled for the next academic year. Division Deans monitor and document the process. Complete instructions are detailed in the

Faculty Evaluations Policies and Procedures Handbook [REF: Faculty Evaluations Policies and Procedures Handbook].

Tenure-track faculty members are evaluated yearly for their first four years of employment, and adjunct faculty are evaluated every three years. During the four-year tenure track review process, evaluations are completed by a four-member committee, including the Division Dean and three faculty members from the discipline or a closely aligned discipline. The evaluation process includes peer observations, student evaluations, an administrative observation, a portfolio, and a self-evaluation each year. All evaluation materials are discussed and reviewed by the tenure candidate. Files are kept in the Office of Instruction at the campus. The tenure track process is coordinated by a tenure review facilitator at the campus. Each fall semester the tenure review facilitator and the Academic Senate President attest that the tenure review process has been followed. Each year, the appropriate Vice President or College President, based upon the recommendation of the tenure review committee, recommend continuance, non-continuance, or probation for each candidate. At the end of the four year process, the College President makes a final recommendation whether to grant tenure to the Chancellor and the Board of Trustees. The tenure review process is detailed in the Faculty Evaluations Policies and Procedure Handbook [REF: Faculty Evaluations Policies and Procedures Handbook].

Classified staff are evaluated during a probationary period and then annually in the month of hire by their first-level manager. The evaluation process is detailed in the respective collective bargaining agreements and monitored by the Office of Human Resources. [REF: HR Forms].

Managers are evaluated annually with the process coordinated by the Office of Human Resources. The purpose of the Management Performance Evaluation is to demonstrate a commitment to organizational excellence and align performance with the District-wide strategic goals and institutional objectives. The process was designed to assist with improvement of individual performance, thereby increasing institutional effectiveness. The management performance evaluation recognizes achievements, establishes training needs, including suggested areas for improvement, and encourages professional development. Additionally, every third year a comprehensive evaluation is conducted [REF: Management Evaluation Procedures; HR Forms]

Self-Evaluation

The College meets the standard.

The processes for evaluation personnel are well established, detailed, and comprehensive in scope. The College follows the Collective Bargaining Agreements of Local 1021 and Local 39 and the Peralta Federation of Teachers "Faculty Evaluation Guidelines." Each manager keeps a spreadsheet on his/her tenured and part-time faculty with information on date of hire, load, evaluation date, and committee chair. The Human Resources Department sends notice of the deadline for classified evaluations to the administrators who supervise classified.

New full-time, tenure-track faculty members undergo a tenure review process that includes evaluation by a four-member committee consisting of an administrator and three faculty

members from the same or closely aligned discipline. The evaluations include peer, administrative and student observation in addition to self-evaluation; this happens each of the four years during the probationary period. At the end of each academic year, the committee compiles the materials and reviews the materials with the faculty member. Following, the files are stored in the office of the Vice President of Instruction where a 50% employee has been designated to track the data. [REF: Faculty Evaluations Policies and Procedures Handbook].

Part-time faculty members are evaluated within the term of employment. Following, evaluation is done once every six regular semesters. Similarly, tenured faculty members are evaluated once every three years. If a candidate receives a negative evaluation, as in #4 or #5 (Does not consistently meet requirements or does not meet requirements), more frequent evaluations may be required. [REF: Faculty Evaluations Policies and Procedures Handbook].

Distance Education faculty members also receive feedback, but the evaluation follows different guidelines: student-teacher contact, forum activity and vibrancy of discussion. The committee is comprised of a content expert, pedagogy expert (distance education expert) and dean. Other procedures are similar to those of face-to-face courses.

Classified and Management evaluation forms are accessible through the District Website. [REF: HR Forms]

Structures for evaluation are clear to those who have been evaluated, and these are used for professional growth and student success.

Actionable Improvement Plans

None

IIIA.1.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.

Description

Formal evaluations standards, procedures, and processes are negotiated between the District Office of Human Resources and the Peralta Federation of Teachers. There are established procedures for including an assessment of student learning outcomes as a component of faculty evaluations. The faculty self- evaluation form requires faculty to reflect on how Student Learning Outcomes (SLOs) or Service Area Outcomes affect teaching and how faculty members can become more effective at producing the desired learning outcomes, or affect services to students. One of the items in this self-evaluation states, "In terms of classroom instruction (or counseling services, etc.), including the assessment of Student Learning Outcomes, what have you learned about student needs, issues and your own

teaching? How will you implement what you learned?" By including this in the self-evaluation, all faculty members must identify the extent to which they are participating in the SLO/SAO process and the degree of effectiveness of the SLOs/SAOs, whether faculty members are teaching in traditional classroom mode or Distance Education mode, or in any aspect of the faculty assignment. [REF: PFT Side Letter]

Additionally, there are other components in the evaluation process that emphasize assessment of the teaching and learning process in the section that details the requirements for "applications of knowledge base". Faculty members are encouraged to file additional information on assessment of student learning outcomes as a part of their evaluation portfolio.

The College has also established an addendum to the official course outline of record as the location for listing student learning outcomes and assessment methods. Faculty members in the discipline are responsible for keeping this addendum up-to-date. Faculty members are evaluated, in part, on whether course outlines are followed, and evaluators may review syllabi and sample assessment tools to ascertain this.

Student learning outcomes (SLO) exist in courses throughout the College and are used for student success. Discipline specific faculty members develop SLO's at the course level with the assistance of the Institutional Effectiveness Committee (IEC) and upload assessment results to TaskStream.

Additionally, assessment of student learning outcomes is directly addressed and considered in the Program Reviews and Annual Program Updates completed by faculty in the discipline, who realize that ongoing assessment is fundamental to institutional planning and the evaluation of institutional effectiveness. The results of SLOs/SAOs are assessed every year at the department level as a part of the program planning process, in order to measure and improve effectiveness. Full-time faculty members are required to participate in this discussion and adjunct faculty are strongly encouraged to participate. As a result of these discussions, several departments have made changes to teaching methodologies, course content and sequencing. Changes include content updates as well as using different methods to teach courses, including online and hybrid courses.

Self-Evaluation

The College meets the standard.

The College has focused on student learning outcomes in instruction, student services, and administrative services with a focus on ensuring student success and student completion of basic skills, transfer, or career technical education programs and successfully attaining learning outcomes for courses, services , and programs, as well as institutional learning outcomes.

Faculty effectiveness is measured using a variety of criteria. Faculty are required to discuss student learning outcomes and the assessment of those outcomes as a part of program review,

as a component of curriculum development, and part of the faculty evaluation process in the self-evaluation. [REF: Articulation Officer Self Evaluation; Classroom Faculty Self Evaluation; Counseling Faculty Self Evaluation; Learning Assistance Faculty Self Evaluation; Librarian Self Evaluation; Nurse Self Evaluation]

Work around SLO's has been made public to the College community through the IEC website. [REF: Institutional Effectiveness Committee] This includes resources for developing, assessing and analyzing data of the SLO's. Professional development (FLEX) days over a few years were used to roll out implementation, at both the College and District. [REF: Assessment Presentations]

Actionable Improvement Plans

None

IIIA.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Description

College of Alameda has a written code of professional ethics for all of its personnel, Board Policy (BP) 5.15 Code of Faculty Professional Standards. The institution's strong commitment to upholding and fostering ethical behavior throughout the campus community is demonstrated in a number of ways. First, the mission statement of the Peralta Community College District [REF: PCCD Mission Statement] includes a commitment to encouraging a civil and ethical environment that values the perspective of all individuals. Secondly, Administrative Procedure 7380 Institutional Code of Ethics, civility and Mutual Respect provides a definition of, and expectation for, ethical and civil behavior that all employees are required to adhere to [REF: BP 7380 Code of Ethics]. The Office of Human Resources and the Department of Employee Relations are responsible for overseeing this procedure. There are multiple avenues for reporting violations of the institutional code of ethics or unprofessional conduct. Written or verbal complaints can be reported to an area supervisor/manager, Dean or Vice President. Complaints can also be reported directly to the Office of Human Resources and/or the Department of Employee Relations. Additionally, the District has also implemented Board Policy 7700 Whistleblower Protection [REF: BP 7700 Whistleblower Protection] and Administrative Procedure 7700 Whistleblower Protection [REF: AP 7700 Whistleblower Protection] where individuals can also anonymously report allegations of fraud. Such allegations can be reported directly to the Internal Auditor, the Office of Human Resources, or the Department of Employee Relations. Any reported violations of the Institutional Code of Ethics or allegations of fraud are immediately investigated by the Office of Human Resources and/or the Internal Auditor and may result in mandatory training for the individual and/or the imposition of appropriate discipline.

Self-Evaluation

The College meets the standard. All personnel have a written code of professional ethics in which to abide.

Actionable Improvement Plans

None

IIIA.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.

Description

Currently, College of Alameda has ten administrators. Four of the ten are top-level administrators (President, Vice President of Student Services, Vice President of Instruction and the Director of Business and Administrative Services who serve with four Deans and three Directors. All administrators hold at least a Masters degree and six of the ten administrators hold Doctorate degrees and all of the administrators bring a wide range of experience that support the institution's mission and purpose. The racial/ethnic and gender breakdown is as follows: 6 females and 4 males, 4 African Americans, 2 Whites, 2 Filipinos, 1 Asian, and 1 Latino.

Self Evaluation

The College meets the standard.

The institution has a sufficient number of staff, faculty, and administrators to support the College mission. [REF: Employee Demographics- College of Alameda]

Actionable Improvement Plans

None

IIIA.3.a The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Description

The institution has an effective process for the development of personnel policies and procedures. Led by the Office of Human Resources, all constituencies, including the bargaining units (Peralta Federation of Teachers, SEIU Local 1021, and IUOE local 39) and the District Academic Senate participate in shaping personnel policies and procedures. Additionally, new policies and procedures and changes in existing policies and procedures are reviewed by the Planning and Budgeting Council, a component of the District-wide participatory governance structure. This review includes policies and procedures regarding personnel topics.

Personnel policies and procedures are readily available by faculty, staff and the public via the District's website. All Board policies and Administrative Procedures are posted under the Governance tab [REF: Board Policies]. Additional procedures regarding tenure track faculty can be found in the Faculty Evaluations/Tenure Review Handbook [REF: Faculty Evaluations Policies and Procedures Handbook]. Other personnel policies, including labor agreements, are published on the Office of Human Resources website [REF: HR Forms].

The personnel policies and processes are designed to result in fair treatment of all personnel. In the event an employee or prospective employee feels unfair or inappropriate actions have taken place, the Vice Chancellor of Human Resources is responsible to advise, investigate, resolve conflicts, and ensure fairness in areas of hiring, discipline, and resolution of complaints and grievances.

Self-Evaluation

The College meets the standard.

Actionable Improvement Plans

None

IIIA.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Description

Written policies attributable to personnel are contained in Chapter 7 of the District's Board Policies and Administrative Procedures Handbook. These are as follows:

BP 7100 Commitment to Diversity

BP 7110 Delegation of Authority for Human Resources

AP 7110 Delegation of Authority for Human Resources

BP 7120 Recruitment and Hiring

AP 7121 Faculty Hiring

Faculty Evaluations Policies and Procedures Handbook (for Tenured, Tenure Track, and Part-time Faculty)

Faculty Evaluation Forms

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

BP 7210 Academic Employees

BP 7230 Classified Employees

BP 7240 Confidential Employees

BP 7250 Academic Administrators

BP 7260 Classified Managers

BP 7360 Discipline and Dismissal – Academic Employees

BP 7365 Discipline and Dismissal – Classified Employees

In an effort to address constituent concerns in a timely manner, the Vice Chancellor of Human Resources meets regularly with the president of the faculty union (Peralta Federation of Teachers) and the presidents of the classified unions (SEIU 1021 and Local 39). To further support fair and appropriate treatment, the District Union Partnership Committee (DUPC) was established to effectively and expeditiously address issues and concerns affecting classified employees. DUPC meetings occur monthly.

Additionally, all management personnel are trained yearly on contract administration to support the appropriate and consistent administration of personnel related provisions [REF: Management Workshop Agenda 7-22-14].

Self-Evaluation

The College meets the standard.

College of Alameda's policies are established by the Board and are in accordance with all the pertinent state and federal laws. Administrators undergo extensive training in all of these policies.

Actionable Improvement Plan

None

IIIA.3.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.

Description

Personnel files contain employment applications, performance evaluations, written confirmation of employment actions, personal data, leave and attendance records and any additional information used to determine the employee's qualifications for employment, promotion and compensation. Personnel files are located in a security code file systems accessed only by the Human Resources staff. All medical files are secured and housed separately from personnel files.

Education Code §87031 gives employees the right, "at reasonable intervals and at reasonable times" to inspect personnel records relating to their work performance or any grievance relating to them. The Education Code also outlines reasonable rules regarding the inspection of personnel files. Any employee may make a request to review their personnel file in the presence of Human Resources staff. The process for reviewing personnel files is also located in the various collective bargaining agreements. The release of personnel records (outside of public information) must be approved by the employee through a signed statement. Employees are encouraged to complement their records by adding documents as to additional training and other supplementary material to their personnel files. All employees have online access to their pay information, W2 forms, vacation, medical leave, health benefits and other information through the password-protected PROMPT system. Employee's social security numbers have been replaced by unique employee ID numbers.

Self-Evaluation

The College meets the standard.

Actionable Improvement Plans

None

IIIA.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Description

College of Alameda has made a commitment to equity and diversity as evidenced by the mission statement that the College seeks to achieve and by creating and funding an influx of equity driven programs. The mission of the College states that the institution "serves the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals."

The College has a firm commitment to understanding and addressing issues of equity and diversity in its programs, policies, and practices. Board Policy 7100 Commitment to Diversity recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students [REF: BP 7100 Commitment to Diversity]. Administrative Procedure 7102 Faculty Diversity Internship Program details the District's faculty diversity internship program pursuant to Title 5 §53500 and Education Code §87487 REF: AP 7102 Faculty Diversity Internship Program]. The purpose of the program is to enhance recruitment of qualified persons from diverse backgrounds in efforts towards building a diverse and representative faculty, particularly for disciplines for which recruitment is difficult and/or for disciplines in which a shortage of quailed faculty is anticipated. The District's Diversity Coordinator is a faculty member on release time. Job openings, workshops, resources, forms and documents, as well as "Frequently Asked Questions" for prospective applicants can be found on the Faculty Diversity Internship Program website [REF: Faculty Diversity Internship Website]. In 2013 the Board of Trustees adopted the District's Equal Employment Opportunity Plan (EEO Plan) in compliance with Title 5. A component in the plan was the formation of EEO Advisory Committee which has representation from all constituencies in the District, facilitated by the Director for Employee Relations. This committee meets regularly to review diversity within the institution and in its recruitment and hiring practices. The EEO Advisory Committee also has the responsibility of reviewing and revising the District-wide EEO Plan. The EEO Plan has three areas of focus: 1. Dialogue, intended to specifically create an on-going and intellectual dialogue on the topic of equity as it relates to our students and staff; 2. Recruitment/Hiring, with the intent to increase our efforts to recruit, hire, and retain a diverse workforce that meets the needs of our students; and 3. Policies and Procedures, for the purpose of reviewing and updating policies and procedures related to hiring practices on a regular basis. The EEO Advisory Committee is also tasked with recommending and sponsoring District-wide events that support an inclusive campus community. [REF: PCCD EEO Plan]

Additionally, the Office of Human Resources provides EEO/Diversity training to selection/hiring committees and has conducted FLEX Day (Professional Development) workshops for faculty that specifically focus on issues relating to equity and diversity. Consistently throughout each academic year faculty, staff, students and administration hold campus-wide events such as Black History Month, Women's History Month, Hispanic Heritage Month, and Cinco de Mayo celebrations etc.

Self-Evaluation

The College meets the standard.

Understanding of and appreciation for diversity is a core value of the institution. College of Alameda has demonstrated throughout many institutional practices that the institution is committed to creating and maintaining programs, practices, and services that support its diverse community of students and personnel.

Actionable Improvement Plans

None

IIIA.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Description

College of Alameda has made a commitment to equity and diversity as evidenced by the mission statement that the College seeks to achieve and by creating and funding an influx of equity driven programs. The mission of the College states that the institution "serves the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals."

Self-Evaluation

The College meets this standard.

College of Alameda has demonstrated throughout many institutional practices that the College is committed to creating and maintaining programs, practices, and services that support its diverse community of students and personnel. For instance, College of Alameda has created and provided support to many equity driven programs such as EOPS, Programs and Services for Students with Disabilities, College to Career, Brotherhood: A Men of Color Initiative, Alameda Promise, Open Gate, Adelante, Amandla, and APASS. These are all programs designed at achieving equity through providing additional resources and support for students at College of Alameda. All of these programs also employ diverse personnel that are reflective of the students being served by the programs.

Moreover, all faculty job descriptions contain the following statement: "The (PCC) District is strongly committed to achieving staff diversity and the principles of equal employment opportunity. The District encourages a diverse pool of applicants and does not discriminate on the basis of race, color, national origin, ancestry, sex, age, religion, marital status, disability, or sexual orientation in any of its policies, procedures, or practices. "Further, the

minimum qualifications of all job descriptions note that the applicant must have an "understanding of, sensitivity to, and respect for the diverse academic, socioeconomic, cultural, disability, and ethnic background, of community College students."

College of Alameda also has shown a commitment to diversity in hiring diverse faculty and administrators. 70% of current administrators are African American, Latino, and Filipino. The College continues to demonstrate commitment as evidenced by the ongoing Faculty Diversity Internship Program designed to recruit and retain diverse faculty members.

Actionable Improvement Plans

None

IIIA.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Description

The Peralta Community College District is committed to equal employment opportunity and full recognition of the diversity of cultures, ethnicities, language groups, and abilities. The District is an equal opportunity employer that provides an educational and work environment in which no person is denied access to any program or activity of the District on the basis of ethnic group identification, national origin, religion, age, gender, sexual orientation, color, or physical or mental ability. This includes decisions about employment, compensation, promotion, termination, and/or employment status. The College is guided by the mission, values and strategic plan which represent the College's core commitments and beliefs. In particular "we recognize and celebrate the strengths of our diverse students, communities, and colleagues" [REF: District Strategic Plan].

While the institutional policies and procedures clearly promote diversity, the Office of Human Resources and Employee Relations is responsible for recruiting, hiring, retaining, and cultivating equity and diversity through regular assessment of its progress. The Vice Chancellor for Human Resources is responsible to ensure that all aspects of Title 5, §53023 are adhered to and monitored effectively. Every position description is reviewed for language and qualifications that respect and promote diversity and to ensure that job announcements are written to be sensitive to diverse individuals. Comprehensive recruitment is conducted to reach diverse groups and attract a highly qualified and diverse pool of applicants. Recruitment practices and advertising is reviewed annually to determine the effectiveness of each publication. The data provides a longitudinal view of the ethnicity of applicant pools, hires, and current employee groups. [REF: Employee Demographics- College of Alameda]

Self-Evaluation

The College meets this standard.

College of Alameda is proactive in recruiting and hiring diverse personnel and in assessing its record in employment equity and diversity. College of Alameda in collaboration with the District implements various strategies in recruiting diverse personnel and in assessing its employment equity. For example, the District office has hired a Director of Employee Relations to provide oversight on non-discrimination and equal opportunity policies.

The District also follows Equal Employment Opportunity policies and all candidates for positions at College of Alameda are expected to demonstrate sensitivity to and ability to work with the diverse academic, socioeconomic, cultural, and ethnic backgrounds of students, faculty, staff, including national origin, religion, age, gender, sexual orientation, race, and color as well as physical and mental ability. Moreover, the College continues to demonstrate commitment as evidenced by the ongoing Faculty Diversity Internship Program designed to recruit and retain diverse faculty members.

Actionable Improvement Plans

None

IIIA.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Description

All constituencies at College of Alameda have representative bodies that advocate on their constituents' behalf. The Peralta Federation of Teachers and the Academic Senate represent faculty. SEIU Local 1021, I.U.O.E. Local 39, and the Classified Senate represent classified staff. The Associated Students of College of Alameda, the Peralta Student Council, and the two non-voting student members of the Board of Trustees represent students. The Peralta Community College District and College of Alameda also have other mechanisms in place to ensure integrity in the treatment of personnel and students such as policies, procedures, and statutes.

Through its representative bodies, the institution has established avenues for advocacy for administrators, faculty, staff, and students. District-wide policies and procedures assure integrity in the treatment of administrators and non-represented/confidential employees. The advocacy groups for faculty are the Peralta Federation of Teachers and the Academic Senate. Advocacy groups for classified staff are SEIU Local 1021, IUOE Local 39 and the Classified Senate. The Associated Students of College of Alameda advocates for students. Relationships between faculty, staff and student advocacy groups and the administration are collegial and respectful. Shared governance committees are inclusive. Students are invited to participate in shared governance and their voice is respected.

Administrative Procedure 7380 Ethics, civility and Mutual Respect clearly delineates the standard by which management, classified staff and faculty are to be treated and how to conduct themselves during the course and scope of the performance of assigned responsibilities. The policy defines the spirit in which the District intends employees to conduct business and guides daily behavior [REF: AP 7380 Ethics]. The expectation is that all employees exercise due diligence in the ethical performance of duties, model the highest standard of ethically responsible behavior, facilitate a climate of trust, mutual support, and courteous consideration through actions that demonstrate respect for reason, freedom of expression, and the right to dissent. Employees should also avoid knowingly making false or malicious statements about other employees or students, use care and integrity in sharing information, guard privacy rights of all individuals, and avoid disclosing information about selection processes, colleagues or students obtained in the course of professional service and promote a team environment, without prejudice.

Administrative Procedure 5500 Student Standards of Conduct, Discipline Procedures and Due Process also addresses the treatment of staff and students and defines general expectations of student conduct [REF: AP 5500 Student Code of Conduct]. Administrative Procedure 5530 Student Rights and Grievance Procedure [REF: AP 5530 Student Grievance Procedure] student rights and the processes for student grievances.

In addition to advocacy groups, published policies and procedures, statutes such as the Americans with Disabilities Act and Title IX, specific policies are published online and in the College Catalog that include but are not limited to: Policy Prohibiting Discrimination, Sexual Assault Policy and Procedures, Student Grievance Procedures, Student Conduct, Discipline and Due Process Rights, and Procedures Prohibiting Harassment or Discrimination Towards Students Because of Sex, Race, and/or Disability.

Self-Evaluation

College of Alameda meets this standard.

Through its representative bodies, the institution has established avenues for advocacy for all personnel and students. College of Alameda has committed to integrity in the treatment of not only all personnel, but also students as evidenced by the College funding a full-time Director of Student Activities and Campus Life to advise the Associated Students of College of Alameda to most effectively participate in College and District wide decision making and advocacy. The District also has a Director of Employee Relations to provide oversight on non-discrimination and equal opportunity policies.

In addition, the College adheres to policies, procedures, and statutes, such as the American Disabilities Act, in its treatment of all constituencies. The District has specific policies which are published in the College Catalog and include the following:

- Policy Prohibiting Discrimination
- Implementing Procedures Prohibiting harassment or discrimination towards students because of their sex, race, and/or disability
- Sexual Assault Policy and Procedures

- Student Grievance Procedures
- Student Conduct, Discipline, and Due Process Rights

College of Alameda's treatment of its administration, faculty, classified staff, and students is guided by representative bodies and advocacy groups and District-wide policies and procedures which are clear and upheld. Relations between faculty, staff, and student advocacy groups and the administration at College of Alameda are collegial, collaborative, and respectful. All personnel constituent groups and students work together towards the achievement of the College mission.

Actionable Improvement Plans

None

IIIA.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.

Description

Through the work of the College's staff development committee, which is comprised of faculty, staff and administrators, systems have been created to regularly offer opportunities for personnel at the College to grow professionally. Additionally, the District office offers professional development for all campuses through the academic year.

The Peralta Community College District provides District-wide professional development for all employee groups; management, classified support staff, and faculty (full and part-time). Faculty training is by far the most comprehensive because funding is provided by the State Chancellor's Office specific to faculty staff development. However, many professional development opportunities are coordinated by the District Office of Educational Services and are for all employees. Professional development workshops and activities occur primarily during Flex days (the week before the fall and spring semesters begin). Other professional development workshops and programs are also offered during the year. Ongoing, individual technical support and training resources are available online. The College also provides some funds for travel to conferences and other professional development events as well as sabbaticals for faculty. Information about professional development opportunities is disseminated via e-mail, District and College websites, and in shared governance meetings.

Self-Evaluation

The College meets the standard.

The participatory governance of the staff development committee plans activities for FLEX days and throughout the academic year. Each semester, the College community is invited to host a workshop for the campus on FLEX days. Proposals are reviewed by the committee and selected based on the needs of the faculty, staff and administration. [REF: FLEX Program]

Faculty members are also afforded monies through Professional Development Fund of up to $600 per full-time faculty and up to $300 per part-time faculty member; these requests are also reviewed and approved through the Staff Development Committee. [REF: Sample Staff Development Request]

Additionally, the District office offers training for faculty, staff and administrators at all campuses. This includes training for all employees in workplace safety and other policies and procedures: [REF: Professional Development Opportunities]

The following structures are in place for professional growth:

- Tuition Fee waiver for employees who wish to take a job related class within the Peralta Community College District
- Faculty Diversity Internship Program

In the same spirit, each College of the District often opens trainings to the rest of the Colleges in the District.

Sabbaticals are offered for tenured faculty to carry out an approved project for the benefit of the District, students and the faculty member. [REF: Staff Development]

In summer 2014, a two-day faculty institute was offered for the College.

Actionable Improvement Plans

None

IIIA.5.a. The institution plans professional development activities to meet the needs of its personnel.

Description

In-service training is regularly offered for all administrative personnel for cultural change (improving campus climates), diversity awareness/appreciation, leadership skills, management tools (Peoplesoft, BI tool, etc), personnel administration, collective bargaining contracts, contract compliance, performance evaluations, progressive discipline, and other Human Resource practices [REF: Management Workshop Agenda 7-22-14] .

Although classified staff currently do not have professional development obligations the District has provided professional development activities for classified employees focused upon customer service, diversity awareness/appreciation, student services operations, workplace safety, and personal development. Recently, a full-day of activities for classified staff occurred during the spring break entitled "Classified Matters [REF: Classified Matters]. Additionally the Office of Employee Relations periodically runs workshops on "employee benefits" and "retirement planning." The Office of Risk Management has provided specific workshops or trainings on emergency preparedness, such as "earthquake preparedness" or "what to do if there is a shooter on campus."

All faculty members with a teaching assignment have a staff development responsibility. Everyone else (non-teaching faculty, classified staff, confidential employees and managers) are welcome and invited to attend staff development activities. [REF: Staff Development]

Faculty members have opportunities for on-going training in diversity; technology; use of smart classroom equipment; distance education; Peoplesoft updates including financial aid; Microsoft applications; use of TaskStream (used for reporting assessment of SLOs); CurricUNET (used for curriculum management); student success; assessment; curriculum development; classroom teaching techniques; and health and safety. Faculty members are also offered step/column professional development credit for completing Educational Technology (EDT 1, 2, and 3) that introduce faculty to teaching via distance education and utilization of the Moodle platform. Moodle workshops are also offered throughout the academic year. Additionally, Curriculum Committee chairs offer workshops on a regular basis regarding Title 5 and distance education curriculum development.

The Peralta Federation of Teachers contract prescribes three Flex days before the beginning of each semester in the fall and spring. One day is a District-wide professional development day and the ensuing two days are College Flex days. On the District Flex day, learning assessment, student success, teaching methods, cultural change, diversity awareness/sensitivity are emphasized by the keynote speakers and/or afternoon workshops.

The Peralta Federation of Teachers negotiates funding, faculty obligations, the process for selection of a District-wide Staff Development Officer, and the structure of the Professional Development Committees. The District Staff Development Officer coordinates professional development activities District-wide. Additionally, the Staff Development Officer and the individual College professional development committees plan additional activities and review requests for funds to travel to conferences, pay professional association fees, cover the cost of courses related to fields of study, or subscribe to professional journals. Recently, the Peralta Federation of Teachers negotiated the return of sabbaticals in the 2013-14 and 2014-15 years. Prior to 2013, sabbaticals were suspended for over 6 years, due to budgetary constraints. The contractual agreement between the Peralta Federation of Teachers and the District deems that the District provide $120,000 for professional development travel and activities (Laney $48,000, COA $24,000, BCC $24,000, Merritt $24,000). Additionally, the District-wide Staff Development Office receives $18,000 per academic year for District Flex days [REF: Employee Relations].

Self-Evaluation

The College meets this standard.

College personnel are encouraged to host workshops for the College, filling out a proposal form to be reviewed and approved by the committee. This inclusive process allows for College personnel to directly provide input on FLEX activities by holding their own, faculty-led, workshops. Some of these include:

- Pedagogy
- Technology in the classroom
- Classroom management
- Diversity in the classroom
- Self-Care

Often, faculty request similar workshops at future FLEX day events.

The College was invited to share suggestions on content and guest speakers of the Faculty Institute in June 2014, a 2-day workshop for faculty.

Actionable Improvement Plans

None

IIIA.5.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.

Description

Evaluation of the professional development program follows the guidelines set forth by the California Community College Council for Staff and Organizational Development. Online surveys, evaluations of District and College workshops and suggestions provided by the College Staff Development Committee all provide input into planning and training needs. Each of the faculty staff development Flex day workshops are evaluated by participants using forms designed for that purpose. Attendance rosters are reviewed to gauge participation. Evaluation results are discussed at campus staff development meetings and in District staff development meetings. The District Office of Educational Services generates various reports about staff development participation for further review.

The District Staff Development Officer submits a Flex day calendar report to the State Chancellor's Office at the end of each academic year. Flex day staff development activities are required to be organized by the nine criteria listed in AB1725. Those nine criteria are:

- Course instruction and evaluation
- In-service training and instructional improvement

- Program and course curriculum on learning resource development and evaluation
- Student personnel services
- Learning resource services
- Related activities, such as student advising, guidance, orientation, student success, and diversity
- Departmental or division meetings, conferences, workshops, and institutional research
- Other duties as assigned by the District
- Necessary support activities of the above

Self-Evaluation

The College meets this standard.

The evaluations are discussed in the Staff Development Committee and Staff Development Chair District meetings; evaluations are used to improve current performance and plan future offerings of professional development. Additionally, evaluations are provided to workshop presenters, many of whom are faculty at the College; these results are processed by each individual presenter. Reports can be generated at the District Office of Staff Development.

Actionable Improvement Plans

None

IIIA.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.

Description

The College regularly assesses its human resource needs in a number of ways which integrate human resources planning with institutional planning. Comprehensive Program Review, Annual Unit Plan Updates and Administrative Unit Reviews allow for the identification of staffing needs that fulfill the mission of individual units and programs. The College relies on a participatory governance process to review and provide input into all plans, including human resources decisions.

The College's human resources planning is integrated with the District's institutional planning through participatory governance processes that channel campus requests through the District's Planning and Budgeting Integration Model (PBIM). The PBIM is an integrated District-wide planning and budget advisory system comprised of four committees that receive planning inputs from the Colleges, review them, and make final recommendations to the Chancellor.

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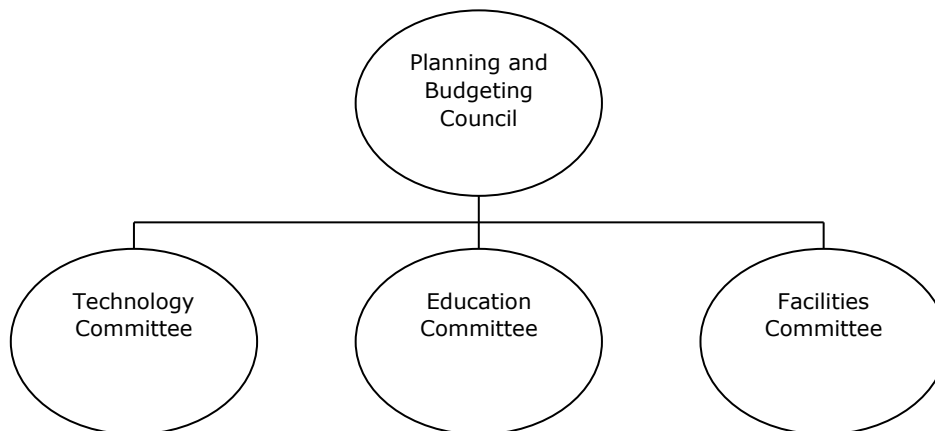
The District Vice Chancellor of Educational Services serves as the Education Committee co-chair, providing guidance and support in making human resource recommendations. College administrators, classified staff and faculty serve on both the Education Committee and the Planning and Budgeting Council. This planning structure provides integration between the District and College to assure effective coordination of human resource requests. The planning structure also provides an opportunity for administrators, faculty, staff, and students from the District and all four PCCD Colleges to discuss, preview, prioritize, introduce, and recommend human resource priorities. For example, the College's prioritized classified staff and faculty hiring requests detailed in the College's Program Review and Annual Program Updates are sent to the District Education Committee each spring for review and discussion. Subsequently these requests are sent to the Planning and Budgeting Council before final recommendations are forwarded to the Chancellor for approval and implementation. [REF: PBC Agendas]

Self-Evaluation

The College meets the standard.

Actionable Improvement Plans

None

List of Evidence (in alphabetical order)

AP 5500 Student Code of Conduct
AP 5530 Student Grievance Procedure
AP 7102 Faculty Diversity Internship Program
AP 7126 Management Performance Evaluations
AP 7380 Ethics
AP 7700 Whistleblower Protection

Articulation Officer Self Evaluation

Assessment Presentations

Board Policies

BP 7100 Commitment to Diversity

BP 7210 Academic Employees;

BP 7380 Code of Ethics

BP 7700 Whistleblower Protection

Classified Matters

Classroom Faculty Self Evaluation

Counseling Faculty Self Evaluation

District Strategic Plan

Employee Demographics- College of Alameda

Employee Relations

Faculty Diversity Internship Website

Faculty Evaluations Policies and Procedures Handbook

FLEX Program

HR Forms

Human Resources

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

Institutional Effectiveness Committee

Learning Assistance Faculty Self Evaluation

Librarian Self Evaluation

Management Evaluation Procedures

Management Workshop Agenda 7-22-14

Minimum Qualifications

Nurse Self Evaluation

PBC Agendas

PCCD EEO Plan

PCCD Mission Statement

PFT Side Letter

Professional Development Opportunities

Sample Staff Development Request

SEIU Local 1021, Article V.

Staff Development

IIIB. 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

Physical resource planning, including facilities, equipment, land and other assets is integrated with institutional planning and supports student learning programs and services. The planning for major projects is guided by the College's Educational and Facilities Master Plans supported by the District Integrated Educational and Facilities Master Plans [REF: College of Alameda Educational and Facilities Master Plan; District Integrated Educational and Facilities Master Plans]. Both long and short range planning are informed by the District's Strategic Goals [REF: District Strategic Goals] and the Planning and Budgeting Integration Model [REF: Planning and Budgeting Integration Model].

The District Office of General Services provides centralized support for the College's maintenance of buildings and grounds and design and construction of new buildings and renovations. This includes facility and property services as well as maintenance and operations, capital outlay, some centralized mailroom and duplication services, and Peralta Police Services. The facility and property services include capital planning and management, real property leasing, energy management, custodial and security services as well as parking.

IIIB.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.

Description

The 6.2-acre main campus is comprised of four original buildings constructed between1967 and 1970: Building A, which contains administrative offices, classrooms and instructional labs; Building B, which contains the Auto Body and Paint Program and the Automotive Technology Program; the two connected Buildings C and D, which contain classrooms, science and computer labs and also houses Programs and Services for Students with Disabilities (DSPS) and Instructional Division offices; and Building F, containing the Student Center, student services offices, cafeteria and bookstore. There are 81 classrooms – although some are vacant presently due to the move by science classes into the Science Annex off campus – and 42 restrooms. Buildings constructed since the original construction are: the G building, with gymnasium, dance and music studios, 1976; the Library/Learning Resource Center, 1976-77; the Child Care Center, 1977; and Building E, containing the Diesel Mechanics program, 1989. Additionally, the College has nine tennis courts, a turf soccer field surrounded by an all-weather track that was reconditioned in 2013, and a grass baseball field built in1996.

The Alameda County Sheriff's Department provides security on campus between 7am to 11pm Monday through Friday, with security guards from Securitas, a private security firm, on campus at other times. Hallways are lit at night, and emergency telephone stations have been situated in each parking lot and at the Aviation Maintenance Technology facility at the Oakland Airport. Safety Aides and Cadets from the Merritt College Administration of Justice Program provide routine

safety-monitoring services on campus and at the Science Annex located at 860 Atlantic Avenue, Alameda.

The Safety Committee monitors safety on campus and recommends College policy in the areas of health, wellness and safety. Members of the committee include faculty, staff and the Director of Business and Administrative Services who serves as Campus Safety Officer.

The Chemistry, Biology, Diesel Mechanics, Dental Assisting, Aviation Maintenance Technology, Automotive Technology, and Auto Body and Paint departments generate hazardous materials. Removal is done by contractors and is coordinated by the Business and Administrative Services office, in concert with the District legal staff and the District Risk Manager. Training is required for employees who handle hazardous materials; for instance, both science technicians have completed the "Management of Hazardous Substances and Chemical Release" course. Additional training for employees is reported later in this section.

The Business and Administrative Services office conducts ongoing facilities evaluations. The campus Facilities Committee, which includes faculty members, staff and the Director of Business and Administrative Services who chairs the committee, communicates the physical plant needs of the College to the College Council and the President. Equipment replacement and maintenance needs are reported annually in annual program updates, which are prepared by individual departments.

Following, is a description of the existing College buildings and other physical resources:

Building A houses the administrative offices; the Employee Mailroom and Photocopy Center; Student Services programs; seven classrooms, 3 computer labs and the Dental Assisting program, which includes a classroom, a lab with 2 dental exam chairs, a locker room and the Asian Health Services Dental Clinic, with 4 exam rooms and waiting room. Renovation of Building A was completed in 2009 and meets ADA Title II accessibility Standards.

The Asian Health Services Center operates under a memorandum of understanding between PCCD, College of Alameda and Asian Health Services, to provide dental care to low income, uninsured and underinsured students, as well as other Alameda County populations in need of dental care. The facility provides practical, on-the-job experience to College of Alameda's dental assisting students. [REF: Memorandum of Understanding between Asian Health Services and Peralta Community College District]

Building B houses the Automotive Technology and the Auto Body and Paint facilities which including 5 classrooms.

Building C includes 12 classrooms and a large maintenance suite.

Building D includes 19 classrooms; two academic division offices; office for Programs and Services for Students with Disabilities (DSPS); a chemistry lab, a large computer laboratory; and faculty and administrative offices for Divisions I and II.

Building E is the site of the Diesel Mechanics Department which includes one classroom with an adjacent computer room; a large shop area; a loft for storage of tools and equipment; bathrooms and a locker area. The department uses seven large, diesel trucks that it keeps on-site.

Building F is College of Alameda's Student Center, which includes a Cafeteria; College Bookstore; Associated Students of College of Alameda offices; Cyber Café; Lost and Found, Safety Services; Student Lounge; Student Health Services; and mailboxes for clubs and organizations.

Building G is the gymnasium and physical education center with five classrooms and two shower/changing room/restrooms. The building has been renovated to expand the weight room and upgrade the music and dance studio.

Building L houses the Library including materials collections; open study areas; study rooms; library offices, the Learning Resources Center including the Tutoring Center; Math Lab; Writing Center; Language and ESL Lab; and open computer lab, Technology and Audio-Visual department, Alameda Transportation and Logistics Academic Support (ATLAS) program, and several faculty and staff offices.

A cluster of seven modular buildings adjacent to Building C has been installed to serve the City/County-supported One Stop Career Center and the Alameda Science and Technology Institute, an early College high school.

The Alameda One Stop Career Center (AOSCC) operates under funding through a contract from the Alameda County Workforce Investment Board (ACWIB) to the Peralta Community College District (PCCD). PCCD and College of Alameda currently provide no operating support other than in-kind support (the building, utilities, administrative services, janitorial, etc.). The Center operates in compliance with the Workforce Investment Act to increase the employment, retention and earnings of residents of the City of Alameda and Alameda County. Partners include Alameda Adult School, Alameda County Social Services Agency, Alameda Housing Authority, Alameda Economic Development Services Department, Alameda Economic Development Services Department, Oakland Department of Adult and Aging Services, Assets Senior Employment Program, California Department of Rehabilitation, California Employment Development Department and Job Corps. The One Stop also serves as the College Career Center.

The Alameda Science and Technology Institute, an early College high school located in the temporary modular buildings next to Building C, operates under an agreement between College of Alameda and the Alameda Unified School District (AUSD). This small high school, with an accelerated associate degree program, occupies classrooms provided by AUSD, although 11th and 12th grade students also attend College classes on campus and at the Science Annex.

College of Alameda occupies two off-campus locations. The Science Annex, located one-half-mile from the main campus, is a retrofitted biotechnology research complex located at 860 Atlantic Avenue.

The Science Annex was first occupied by the Chemistry and Physics Departments in 2011 and by the Biology Department in 2013, in preparation for the demolition and replacement of Building C

and D. The Science Annex currently houses most of the science classes offered by College of Alameda, and also accommodates Merritt College's Genomics Program. Shared occupancy by the two Colleges has worked very well.

The College of Alameda portion of the Science Annex presently includes a Human Anatomy classroom/laboratory with a temperature-modulated cadaver room containing downdraft ventilated cadaver dissection tables, a storage room and an adjacent faculty office. Two other combined lecture/laboratory classrooms serve Human Physiology and General Biology classes. The Biology Stockroom with adjacent Laboratory Technician Office is central to the different classrooms. Plant growth chambers, environmental control chambers, incubators, etc. are located in other nearby rooms.

Chemistry classes are held in the Chemistry Laboratory and one of the lecture rooms, supported by the Chemistry Stockroom and Laboratory technician office. Physics classes are held in a lecture/laboratory classroom with a faculty office and stockroom adjacent to the classroom. Classrooms in the Science Annex have state-of-the-art audiovisual components.

In addition, the Science Annex includes an office suite for adjunct instructors, a student lounge with vending machines, and a mailroom that houses the Scantron reader, and will be the site of a large-volume photocopy machine. A new tutoring program, begun as a satellite of the existing tutoring program on campus, began in 2013. Presently, students tutor their peers in Physics, Chemistry and Biology in the Science Annex Tutoring Center. Development of a satellite library reference desk, with computer access to periodical indices and guidance from an on-site librarian, is under discussion with the campus library staff.

The other off-campus learning center is the Aviation Maintenance Technology Program Facility located at the north end of the Oakland International Airport. The program facilities include two main hangar buildings with classrooms, laboratory rooms, twelve aircraft, and aircraft system mockup trainers.

This Aviation Maintenance Technology Program (AMT) is located at 970 Harbor Bay Parkway, Alameda, bordering the North Field of the Oakland International Airport. The Program is an FAA-certified technical school operating under Federal Aviation Regulation Part 147 to train and certify aircraft maintenance technicians.

The AMT Program is an accredited program with articulations to four-year universities. The program is also an approved technical school certified by the Federal Aviation Administration, under Federal Aviation Regulation 147. The school is approved to train aircraft maintenance technicians for Airframe and Powerplant Technician certificates.

Located at the airport, with secured access to the Airport Operation Areas, are two main buildings, a Powerplant Hangar and an Airframe Hangar, with a ramp area for aircraft parking in the rear of the building, and car parking in the front of the building. The facility houses small aircraft, with mockups and aircraft type engines. The building has one set of restrooms.

The Power plant Hangar (Building A) consists of an engine shop hangar, two offices, storage and 2 machining rooms, paint booth, one classroom, and one multi-purpose room. The Airframe Hangar (Building B) consists of two multi-purpose classrooms, a tool room, storage areas, one general sheet metal shop, a computer Lab, an electronics lab, and three offices. The building has one set of restrooms.

Joint administration of College of Alameda facilities is accomplished under arrangements set forth in memoranda of understanding. The One-Stop Career Center, the Child Care Center, ASTI, the baseball field, a Smog Referee Center in Building B, the Flea Market, the Soccer Field, and the Asian Health Center all operate under these cooperative agreements. These MOU's contain provisions, as required, for rental fees, indemnity and insurance, including liability, workers' compensation, and fire.

Other Campus Facilities:

Campus Drive encircles College of Alameda, providing ingress, egress and access to parking lots. Two connecting links allow access to Campus Drive from Ralph Appezzato Memorial Parkway and a third connects Campus Drive to Willie Stargell Avenue. Campus Drive is a one- or two-way street with a 15-mph speed limit.

College of Alameda maintains three campus parking lots for the use of students, faculty and the public. Students pay a semester parking fee of $40 per car or $20 per motorcycle; visitors may purchase daily parking permits for $2. Parking fees are not enforced on weekends. Summer semester parking rate is $20 per car and $10 per motorcycle. Two parking lots accommodate faculty, administrators and staff. No fees are charged for use of these restricted parking areas. A third parking lot is provided at the south end of the soccer field. Fees are charged here. Students on financial aid receive a 50 percent reduction in price for parking.

A Saturday Flea Market operates in parking lot C. The Flea Market is operated by Community Flea Markets LLC, doing business as West End Flea Market, under a licensing agreement that extends to 2017. The Flea Market operates each Saturday; weather permitting, from 9:00 a.m. to 4:00 p.m., and on occasional Sundays, by arrangement, for a fee of $640.00, plus a custodial fee, per market day. Restrooms at the Soccer Field and in the portable modular restrooms adjacent to Building D are available to Flea Market attendees [REF: Flea Market License Agreement]

A baseball field, constructed in1991, operates under a license agreement between the College of Alameda and the City of Alameda Babe Ruth Baseball League. The City of Alameda has agreed to pay, over the life of the agreement (expiring in 2029), a total of $1 million for construction and upkeep of the field and the associated facilities. [REF: License Agreement for the College of Alameda Baseball Field]

A soccer field with all-weather track, operates in conjunction with Saint Joseph Notre Dame High School in Alameda, serves the needs of the high school, the College, and students from ASTI. [REF: License Agreement for the use of College of Alameda Soccer Fields]

The District places a high level of attention on the safety of its facilities. A commitment to safety is demonstrated through activities that include, but are not limited to, regular meetings of the District Safety Committee, the District-wide Facilities Committee, and the College Safety and Facilities Committee [REF: District Safety Committee]. The Office of Risk Management, periodically offers trainings, safety workshops and a reporting process for accidents or injuries [REF: Office of Risk Management]. The College Business Officer is the Safety Officer for the campus overseeing communication during emergency situations, maintenance of signage, storage and disposal of hazardous materials and facilities inventories.

The District uses the State Chancellor's Office Facilities Planning Unit Guidelines to determine if current facilities provide adequate capacity to support instructional and support needs for the College. Using capacity load ratios, the state guidelines provide foundational information for

determining needs for general lecture, laboratories, library, offices, and support spaces. This information helps to determine if adequate space is available to support current and projected enrollment.

Additionally, through the College's planning processes, program needs are analyzed, discussed, and improvements are identified. This process includes identifying equipment and facilities needs in Annual Program Updates and Comprehensive Program Reviews. Each year, physical resource needs are prioritized and forwarded to the District-wide Facilities Committee where facilities resource needs, including deferred maintenance and emergency items, are discussed, prioritized District-wide, and forwarded to the District's Planning and Budgeting Council for further review and final recommendations to the Chancellor.

Self-Evaluation

The College meets the Standard.

The facilities are sufficient and the College continuously responds to mitigate facilities and safety items.

Actionable Improvement Plans

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.

IIIB.1.a The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and continuing quality necessary to support its programs and services.

Description

The District's comprehensive facilities planning activities ensure that its physical resources are planned and constructed to ensure effective utilization. The comprehensive planning begins in the facilities master planning stage, when campus wide planning identifies broad goals and initiatives. Once any individual project is launched, the project architects, engineers, project managers and facility planners meet often with the College end users to identify the programmatic requirements of the project, develop schematic designs, and ultimately progress to the construction document phase that allows the project to be put out to bid in order for the contract to be awarded.

Upgrades and replacements of facilities have been significant due to the capital construction programs. The passage of two separate bond measures (Measure A and Measure E) provided the majority of the funding for capital construction in the past decade. Information about Measure A and E projects can be found on the District General Services website at [REF: District General Services- Measures A and E]. Alameda County voters passed the $390 million Measure A bond

on June 6, 2006 by an overwhelming 74.7 %, one of the highest support rates for a community College bond measure in the State. The Measure A Financial and Performance Audit report describes how the money has been spent to date for capital projects. The report is available on the PCCD General Services website at [REF: Measure A Financial and Performance Audit].

Every project at the College has a steering committee that is comprised of faculty, students, at least one administrator, immediate end-users, facility maintenance staff, a project manager, an architect (if appropriate) and is coordinated by the DGS manager for planning and development.

Most of the meetings are held at the College. Routine maintenance projects are generated through a centralized work order process. First, staff members at the College send a request to the campus Business Office. The work order request in then input by Business Office staff into Mainstar, the centralized maintenance software application that transmits the request to the Department of General Services (DGS). DSG reviews the request, prioritizes all requests District-wide, and assigns the work for completion. Requests are reviewed on a daily basis to ensure completion in a timely manner, and safety requests are prioritized to ensure immediate attention.

DGS facilities maintenance teams comprise the following units: Facilities Maintenance and Operations Division, Engineering Department, Custodial Department, Grounds Department, Capital Outlay, Design and Construction Division, and the Facilities Planning and Development Division. The role and function of each unit are described in the DGS 2013-14 Administrative Program Review [REF: DGS 2013-14 Administrative Program Review].

The engineers and groundskeepers, based at the College, work through DGS and therefore receive directives from District managers at DGS. However, each College has its own custodial team that falls under the jurisdiction of the College's Business Office.

The routine maintenance schedule includes the following standard elements: system-level operation and maintenance information such as physical descriptions, functional descriptions, troubleshooting, preventative maintenance procedures and schedules, corrective maintenance repair requirements, parts lists, significant drawings, and equipment specific information. This is organized into a centralized vendor/manufacturer data library. Due to budget constraints and limited manpower, preventative maintenance has been limited; most maintenance is performed on as as-needed basis.

When emergencies occur, DGS executes the Public Contract Code §22050 Emergency Contracting Procedures. Under this code, the Chancellor may authorize emergency projects to begin without prior approval from the Board of Trustees, as long as the Chancellor reports the project to the Board at the next general meeting. The following steps are taken to start emergency projects: first, the DGS project coordinator and the project manager send an urgent letter and contract to the Chancellor to institute immediate action. Secondly, upon the Chancellor's approval, the DGS project manager authorizes the contractor to begin work immediately. Finally, on behalf of the Chancellor, DGS prepares a Board report on the emergency project and a request for the Board of Trustees to ratify the project.

The College communicates its facilities needs to DGS in one of three ways. Routine maintenance is through the work order process, which is handled by the campus Business Office. The DGS Chief Engineer assigns the work to the Assistant Chief Engineer that is located on campus for immediate attention and implementation. Secondly, if the scope of work over and above the skill

set of the campus stationary engineers, a capital outlay project is developed and funded for outside contractors to complete the work. Finally, additional urgent repairs that are not covered by the annual maintenance and operations budget are initiated through the District-wide integrated planning and budgeting process (PBIM) each spring. The items requiring attention are brought to the District Facilities Committee, which passes a resolution for immediate action that is sent to the Planning and Budgeting Council. Upon review by this shared governance body, a recommendation is then sent to the Chancellor for approval. The approved project is sent to the Board of Trustees for approval or ratification.

DGS Comprehensive Program Reviews of maintenance operations have been the primary vehicle used to evaluate the effectiveness of facilities and equipment in meeting the needs of the College's programs and services. These reviews have provided great insight into staffing levels relative in facilities service needs [REF: DGS Comprehensive Program Review]. Several additional venues for reporting maintenance needs are in place to ensure effective uses of physical resources, including the College Facilities Committee, the District-wide Facilities Committee and departmental level Program Reviews and Annual Program Updates where facilities needs are prioritized.

The Director of Business and Administrative Services is generally responsible for the operation and maintenance of the physical resources. College facilities are supported by a team of 16 dedicated staff of custodians, engineers and groundskeepers. Delivery and receipt of supplies, pest control, garbage collections, disposal of hazardous materials, processing of utility bills, daily custodial tasks, and other routine functions fall under that office's purview. Maintaining the College grounds, on the other hand, is the responsibility of the District's Physical Plant Office.

College of Alameda is in the process of replacing two of its buildings. Buildings C and D will be torn down and replaced with new buildings as part of the Measure A funded effort to provide safe, sufficient, up-to-date physical resources. This process has begun, with the three science departments already reestablished at the Science Annex at 860 Atlantic Avenue.

The new buildings on campus will feature advanced teaching and laboratory facilities, and discussions are underway to incorporate art, in the form of murals and other displays, to enhance the visual and emotional experience of science students, and to reach that segment of the student population otherwise unmoved by science and technology.

The College's C&D Steering Committee provides recommendations and approves site plans and programmatic items. The College reached a milestone in summer 2014 with the construction sign-off for the swing space, which will be comprised of modular units. All offices, classrooms, and other operational space will be transferred to the swing space. [REF: C&D Minutes]

The cluster of 15 renovated modular buildings will include 3 classrooms; two computer labs; DSPS offices and workrooms, 2 sets of bathrooms; custodial work areas, administrative offices; and faculty offices. This will be augmented with 20 new modular buildings for 18 classrooms [REF: College of Alameda Cougar Village Expansion]

The College, in conjunction with District General Services, began the selection of an architectural firm with a design/build framework for the replacement building. The transition to the swing space will be completed in Summer 2015 and the current building will be demolished beginning Fall 2015. [REF: C&D Timeline]

Maintenance and repair of existing structures is an ongoing process. The 2014-2015 College Maintenance and Repairs Priority Needs List is included in a master document that ranks and briefly describes maintenance needs. Annual Program Updates, from each academic and administrative area, list needed physical resources or needed funds for repair/improvement of physical resources. The resource requests are shared with the College Council for review and recommendation to the President. [REF: Annual Program Updates; 2014-2015 College Maintenance and Repairs Priority Needs List]

Self-Evaluation

The College meets the Standard.

The above activities, processes, and mechanisms demonstrate how the District and the College builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization to support its programs and services. Additionally, the planning processes are sufficient to secure resources in areas of need in multiple situations, including emergencies.

Actionable Improvement Plans

None

IIIB.1.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.

Description

College of Alameda constantly reviews and evaluates safety and security for the campus. The Safety Committee, chaired by the Director of Business and Administrative Services, includes staff, faculty and administrators, along with a deputy from the Alameda County Sherriff's Department and the District Risk Manager, monitors campus safety and submits recommendations to the College Council.

The College and the District continually evaluate the College's facilities, particularly when concerns are raised about health or safety issues. When warranted, the College Business manager consults with the District Risk Management Director to assess potentially hazardous conditions and facilitate repairs. The District Office of Risk Management implements policies and procedures for the identification, collection, and analysis of risk related information. This office also provides periodic training for administrators, staff, and faculty, and actively participates in [REF: Office of Risk Management], helps to identify in facilities and safety committees related health, safety and quality improvement.

The District works with a property and liability insurance provider, Alliance of Schools Cooperatives Insurance Programs and POMS and Associates, to conduct annual reviews of

potential facility risks most recently in May 2012. District-wide reviews are conducted every five years. The College Facilities Committee, Department of General Services and Risk Management provide ongoing operational reviews. Air quality tests are performed on a routine basis across the District under Risk Management. Air Quality Management is provided through HVAC System management lead by DGS, Engineers.

The College Health and Safety Committee is a participatory governance committee which makes recommendations on policies that concern health and safety issues. The committee also reviews disaster/emergency preparedness and response information, fire and earthquake information, American with Disabilities Act (ADA) compliance and campus signage. The local Fire Department conducts regular inspections, and the District Department of General Services conducts spot safety inspections to detect unsafe conditions.

For new construction and upgrade projects that involve ADA compliance, the District Department of General Services (DGS) submits construction documents and specifications to the California Division of the State Architect (DSA) for review and approval. DSA provides design and construction oversight and develops accessibility, structural safety, and historical building codes and Standards utilized in various public and private buildings throughout the State. For existing facilities, DGS started a District-wide ADA Improvement Project in 2009. To date, projects have been completed at two of the four Colleges in the District [REF: District ADA Improvement Project - Example].

The District contracts with the Alameda County Sheriff's Department for policing of the campus. In addition to sheriffs, the College provides safety aides to assist in maintaining a safe campus. Safety aides patrol the campus in late afternoons and early evenings, wearing safety aide jackets. The Safety Aides have equipment that provides immediate contact with the sheriff's officers. Additionally, to ensure facilities and parking lot safety, DGS has contracts with two separate vendors, Securitas and American Guard, to perform District-wide security services. Both security company's' scope of services includes, but is not limited to, securing the buildings in the event of damage and destruction, providing training in the appropriate response to unsafe conditions, emergency situations and/or criminal activity, and maintaining logs and reports of criminal activities to the appropriate enforcement agencies. These vendors regularly check facilities and parking lots and look for criminal activities. If criminal activity occurs, the security service contacts the appropriate Police Department to enforce violations. In addition, the Sheriff's Officers constantly patrol parking lots and the campus. The District-wide Security Surveillance Camera project began in 2008 and completed in 2013 was to ensure additional facilities security. Coordination with faculty, staff and police departments was established as part of the project.

Currently underway is a new security project, financed by Proposition 39. The Prop 39 LED Lighting Upgrade is an energy-efficient lighting project that will increase security and safety around facilities and in campus parking lots. This lighting upgrade will give students, faculty, staff, administrators, and visitors safer access as well as reduce liability in the event that crimes or personal injury may happen.

The College Facilities Committee and Health & Safety Committee meet monthly. Each committee has broad-based representation. [REF: Facilities Committee Agenda; Health & Safety Committee Agenda] The committee discusses current items related to facilities, health and/or safety issue on campus. The committee guides items through immediate resolution or forwards recommendations to the appropriate body.

Once per month, a District safety meeting occurs, where the campus maintenance crew, the Risk Management Director, Sheriff's Office representative, and Department of General Services representative discuss and address current security and safety issue that need immediate repairs and correction.

Disaster planning is coordinated through a District-wide effort that involves all four campuses and the District Office. Board Policy 3505 details the District's Emergency Response Plan [REF: District Emergency Response]. The emergency operations plan contains information on assessments on major earthquake threats, tsunami, flooding, landslide/mudflows, wild land fires, transportation and/or train incidents, hazardous materials, civil unrest, terrorisms and other national security emergencies. The plan also lists the Incident Command Structure. During each year, an emergency preparedness workshop is provided for all employees that profiles ways to reduce emergency risks. Evacuation routes are posted in every classroom and each College has an individual College disaster and/or emergency operations plan. The College plans provide emergency phone numbers for key local agencies and College personnel and directions regarding what employees and assigned leaders are to do when specific events occur.[REF: College's emergency operations plan]. Beginning in 2008, the Standardized Emergency Management (SEM) structure was implemented for the College. Periodically, SEMS/NIM courses are offered District-wide and many campus personnel have been trained in CPR and evacuation procedures. Board Policy 6800 Safety [REF: Board Policy 6800 Safety] and Administrative Procedure 6802 [REF: Administrative Procedure 6802] detail compliance with OSHA regulations, establishment of an Injury and Illness Program and procedures for our Hazardous Material Communications Program.

The Department of General Services has completed the following tests to ensure healthy environments:

- Asbestos: abatement reports have been completed for each College. Facilities buildings built before 1970 contain asbestos in construction materials. For these facilities, before construction projects begin, asbestos removal is conducted as required by California's Asbestos Standards in Construction, by asbestos certified consultants if the asbestos fiber content is more than 0.1% and the space is larger than 100 square feet.
- Air Quality: on an as requested basis. DGS conducts the tests in existing buildings. For new construction, best management practices and thresholds of significance are included in construction criteria. At this point in time, a lighting assessment is in progress for classrooms and stairwells.

Finally, when new facility construction and/or renovations of existing facilities occurs, ergonomic furniture designs are incorporated into the project to improve occupational health and safety and productivity. Common ergonomic furniture comprises computer desks, office furniture, keyboards, computer monitors, and chairs.

Self-Evaluation

The College meets the Standard.

Significant measures continue to be taken to assure that the physical resources are constructed and maintained to assure access, safety, security and a healthful learning and working

environment. In a dynamic environment, continuous response and improvements are required to maintain Standards.

Actionable Improvement Plans

None

IIIB.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.

Description

Physical resources are planned, maintained and/or upgraded based on formal communications between the College employees and the President. These communications take the form of Annual Program Updates (APU's) each year, in which different campus organizations note equipment, maintenance, technology or other needs.

The Business and Administrative Services Office uses the APU's to generate an annual Resource Request List that includes physical-resource needs such as equipment and supplies, office space, maintenance needs, storage, facilities-improvements such as sinks and laboratory benches, smart-classroom development, increased tutoring and math-lab space, lighting upgrades, and on and on. The list also identifies estimated cost of each item and funding sources. [REF: College Resource Request List- 2014]

The Resource Request List is summarized and narrowed down for longer-term planning, which is manifested as the College of Alameda – Summary of Resource Requests for 2014/2015.

This planning process proceeds as follows: After review of the facilities needs as presented in APU's by the President's Senior Team, the resource requests are reviewed and prioritized by department managers, the department chairs, the Student Services Council and the Classified Senate. Division deans next review the list, make any recommendations, and forward priorities to the Vice President of Instruction and the Vice President of Student Services. The Vice-Presidents bring recommendations to the Budget Advisory Committee for review. The College Council receives the list next, and makes recommendations to the College President. The President then announces the final version to the College community. Priorities then are forwarded to the District Budget Committee for final approval. [REF: Integrated Planning and Budget Process]

Long-range planning and evaluation of facilities and equipment in the District and at the College take the form of facilities master planning, regular updates of the College's facilities conditions in the California Community Colleges Chancellor's Office (CCCCO) database, as well as annual updates of the District's Five-year Construction Plan (5YCP) containing capital outlay proposals for the next five years. Each College in the District updates the Statement of College Educational Plans which is collected by the Department of General Services and the information is input into FUSION to formulate the District 5YCP. Guides to understanding and using the

5YCP and understanding cap/load ratios are posted on the District website [REF: Capital outlay proposals]. The latest facilities assessment was completed in December 2013 by a representative from the CCCCO, the District Director of Facilities, and the District Facilities Planning and Development Manager. District-wide, the most recent facilities master plans were completed in 2009 [REF: District Educational Master Plan]. The facilities master planning initiative began with a review of the District Educational Master Plan and the District Strategic Plan [REF: District Strategic Plan]. The facilities master plan discusses in detail enrollment projections, potential space needs and proposed programs and projects.

Annual planning and assessment of facilities and equipment are also done at the program and/or administrative unit level through the comprehensive Program Review and the Annual Program Update processes. These processes identify facilities and equipment needs, which are integrated with annual budgeting processes. Effective utilization of space is monitored at the Division level by the responsible Dean and/or program lead in the scheduling process. Utilization is primarily focused upon serving as many students as possible as effectively and efficiently as possible to meet student learning outcomes at the course, program, and institutional levels. Therefore, needs are first identified by assessment at the course and program level.

Additionally, the College Business Office conducts ongoing facilities evaluations and distributes this information to the College Facilities Committee. The College Director of Business and Administrative Services, the District Risk Manager, in collaboration with District personnel, continually review existing facilities conditions by conducting periodic inspections throughout the campus. College constituents, including custodial staff, maintenance personnel, faculty and other personnel have input into the process via the Facilities Committee. The status of current equipment and/or the need for new or replacement equipment is also documented in these periodic assessments as well as in the Annual Program Update process.

Self-Evaluation

The College meets the Standard.

The basis for planning is the annual program update, which is revised and submitted each year by the employees of every department, who are familiar with the needs of the respective areas. Review at numerous levels ensure that funding will occur based on priorities established by the APU's, the Maintenance and Repairs Priority Needs List and the Summary of Resource Needs List, each of which is reviewed through the participatory governance structure.

Actionable Improvement Plans

None

IIIB.2.a.Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Description

The District supports the planning goals of College of Alameda. PCCD strives to fully integrating the planning, assessment and budget processes to be more effective and efficient; to make full use of institutional research and effectiveness indicators and to restructure the

District's budget to further improve financial efficiency, to provide a rational basis for allocating financial resources. The Peralta Community College District Budget Allocation Model of 2013 closely follows the State of California's funding model established in Senate Bill 361.

This new Budget Allocation Model encourages and supports collaboration between College of Alameda and the District Office. The College has broad oversight of institutional responsibilities while the District Office primarily ensures compliance with applicable statute and regulatory compliance as well as essential support functions.

College of Alameda's Facilities Master Plan, part of the Educational Master Plan, links educational objectives and projected space needs with required funding. The Plan estimates a total financial need of almost $112 million for projects through the year 2022.

The College Business and Administrative Services Office, working with the Department of General Services (DGS), submit a "Space Inventory" to the State each year. The inventory provides an analysis of available and needed space, up to fire-code capacity.

The new five-year Construction Plan includes cost of construction for new facilities, and projects costs of upkeep.

The College engages in a participatory governance process to determine facilities and equipment needs via the comprehensive Program Review and Annual Program Update processes. After the passage of Measure A, which includes funds for capital improvement and equipment, College-wide prioritized lists were developed, utilizing the College planning processes. Annually, capital construction projects are prioritized at the District level via the Five Year Capital Outlay Plan and the College's Facilities Master Plan, which are in alignment with the College's mission, goals and objectives. In most instances, the College's facilities requests are driven by institutional improvement goals for instructional programs, student services programs and administrative priorities. For example, renovation of science and Career Technical and Occupational (CTE) labs are driven by needs to reflect state of the art technologies and practices and to prepare students for the workforce.

Every attempt is made to forecast related costs associated with equipment purchases and facility requests. It is imperative that the cost of operating and maintaining facilities – the total cost of ownership – always be considered. The District has several mechanisms in which to ensure that this occurs. Facilities Design Standards ensure that new and renovated facilities are designed and constructed with energy efficiency and sustainability in mind. For new buildings and renovation of existing facilities, energy efficiency is a high priority [REF: Prop 39 Update to PBC]. Additionally, other facilities design criteria include but are not limited to architectural finishes, selection of ergonomic furniture, and selection of mechanical, electrical and building management controls that are state of the art, durable, within the range of knowledge of the staff that maintains them, maintenance contracts and service agreements.

Self-Evaluation

The College meets the Standard.

The Budget Allocation Model requires that the District Office, with responsibility for providing certain centralized functions, assists College of Alameda with fiscal and budgetary oversight, procurement, construction and capital outlay, ongoing facilities maintenance and even security services. Construction costs of new facilities are considered, and long-term operating costs are required to be a significant part of the general equation.

Actionable Improvement Plans

None

IIIB.2.b.Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the result of the evaluation as the basis for improvement.

Description

Planning for physical resources, central to the operation of any institution, is fully integrated into the planning for the institution as a whole. The College of Alameda Facilities Committee, chaired by the Director of Business and Administrative Services, who is also the Campus Safety Officer, makes recommendations relating to the use of College facilities and reviews proposals for major capital improvement projects. Members of the committee include faculty and staff. Recommendations reach the President via the College Council.

In June 2006, Measure A $390 million bond was approved by voters of the Peralta Community College District. In 2014, money from this bond issue continues to fund capital improvement projects. The 2014-2018 Construction Plan submitted in 2012 will take effect in July 2014, with new construction scheduled to begin in 2016.

Institutional planning precedes and provides direction for physical resource planning. College strategies addressing facilities are evaluated and assessed annually. The College relies on a participatory governance process to review and provide input into plans, including technology decisions. The College's facilities planning is integrated with the District's institutional planning through participatory governance processes that channel campus requests through the District's Planning and Budgeting Integration Model (PBIM). The PBIM is an integrated District-wide planning and budget advisory system of four committees that receive planning input from the Colleges and make recommendations to the Chancellor.
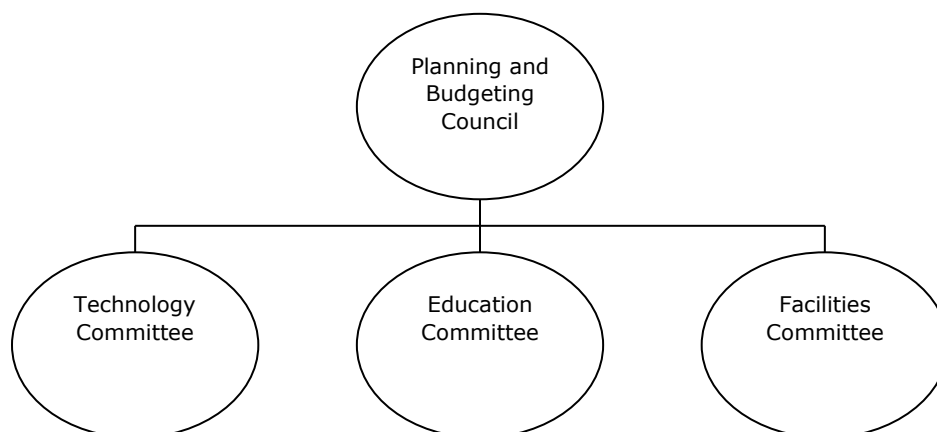
The Vice Chancellor of General Services co-chairs the District-wide Facilities Committee (DFC), providing guidance and support in making facilities recommendations. District and

College staff and faculty serve on the DFC, providing a liaison between the District and Colleges to assure effective coordination and delivery of facilities services. The DFC provides a forum for administrators, faculty, staff, and students from the District and all four Colleges to discuss, preview, prioritize, introduce, and recommend projects and services, as each relates to teaching and learning.

The Vice Chancellor of General Services meets weekly with the College President during the Chancellor's Cabinet meeting to report upon the implementation of facilities projects in progress. In addition to co-chairing the DTC, the Vice Chancellor of General Services regularly attends all PBIM committee meetings answer questions and provide input on an as needed basis. Every project undertaken at the College has a steering committee comprised of faculty, students, an administrator, immediate end-users, facilities maintenance staff, and a project manager.

The College Director of Business and Administrative Services and the College Facilities Committee, comprised of administrative representatives, faculty, classified staff and students, is charged with the responsibility for all matters related to planning, maintaining, and upgrading the College facilities. The Facility Committee assists in the planning of major capital improvement projects and makes recommendations for improvement in the aesthetics, safety, and security of all College facilities, including buildings and grounds. The committee may make recommendations to higher level planning committees on campus, the President, and the District-wide Facilities Committee (DFC). The College is represented on the DFC by the Director of Business and Administrative Services, faculty, students, and a representative from the campus Facilities Committee. Deliberations and recommendations are vetted and forwarded to the Planning and Budgeting Council, which recommends projects to the Chancellor for approval.

The College also evaluates facility needs based upon the results of Comprehensive Program Reviews and Annual Program Updates. The results of these processes justify requests at both the campus and District levels. The District Office of General Services then works with the College and end-users on prioritization of major building projects to ensure that long-range capital projects are linked to long-term strategic planning, yearly operational planning, and the College's mission and goals.

Self-Evaluation

The College meets the Standard.

The College of Alameda Facilities Committee makes recommendations relating to the use of College facilities and reviews proposals for major capital improvement projects. Members of the committee include faculty, staff, and the campus Safety Officer (the Director of Business and Administrative Services). Recommendations reach the President via the College Council.

Actionable Improvement Plans

None

List of Evidence (in alphabetical order)

2014-2015 College Maintenance and Repairs Priority Needs List

AP 6802

Annual Program Updates

BP 6800 Safety

C&D Minutes

C&D Timeline

Capital outlay proposals

College of Alameda Cougar Village Expansion

College of Alameda Educational and Facilities Master Plan

College emergency operations plan

College Resource Request List- 2014

DGS 2013-14 Administrative Program Review

DGS Comprehensive Program Review

District ADA Improvement Project - Example

District Strategic Goals

District Emergency Response

District General Services- Measures A and E

District Safety Committee

District Strategic Plan

District Integrated Educational and Facilities Master Plans

Integrated Planning and Budget Process

Flea Market License Agreement

License Agreement for the College of Alameda Baseball Field

License Agreement for the use of College of Alameda Soccer Fields

Measure A Financial and Performance Audit

Memorandum of Understanding between Asian Health Services and Peralta Community College District

Office of Risk Management

Planning and Budgeting Integration Model

Prop 39 Update to PBC

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

III. C. 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.

Description

Technology resources that support student learning programs and services to improve institutional effectiveness are the shared responsibilities of the District Office of Information Technology (IT) and the College. The network, computer services, and information systems are centralized under the direction of the Associate Vice Chancellor of IT at the District Office. District IT staff support the District-wide network infrastructure, telecommunications system, servers, and computers [REF: Matrix for District and College IT responsibilities]. Each College manages their own network adhering to standards recommended by District IT. The College's network coordinator and campus based technicians support faculty and staff at the College.

In recent years there has been progress in the planning, support, and deployment of network bandwidth and availability, distance education, faculty and staff computing, and innovative teaching and learning design of classrooms. The District-wide Technology Committee prioritizes College priorities and aligns them with strategic goals [REF: Information Technology Strategy]. Technology planning is integrated into the District and College planning processes.

Technology resources are used throughout the College to support and increase the effectiveness of student learning programs and services, communication, and the quality of services provided to students. The overarching direction for all decisions about technology comes from the College's Educational Master Plan [REF: College of Alameda Educational Master Plan]. The identification of technology needs is a collaborative process involving all campus constituents. Faculty and staff, through their instructional divisions, identify technology needs and trends through their annual program review updates (Unit Plans) and comprehensive program reviews [REF: 2013-14 Annual Program Updates- Instruction; 2013-14 Annual Program Updates- Student Services]

Technology resources that meet the needs of learning, teaching, and College-wide communication include: Smart Classrooms (18); open computer labs for students; instructional labs; wireless access; library services; audio-visual services; DSPS Adaptive Computer Learning Center technology; Welcome Center computer access; and Cyber Café located in the Student Center.

The College has approximately 800 PCs; 35 switches used to expand network access and interconnection between buildings; 20 servers; 18 smart classrooms; and computer labs ranging from Open Lab to DSPS Adaptive Computer Learning Center.

College of Alameda's IT staff manage the day-to-day needs of campus technology resources via Help Desk requests. Prioritizing greater campus-wide needs occurs via the campus Technology Committee which meets monthly and is a subcommittee of College Council.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None

III. C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the organization.

Description

District IT has over 100 physical servers consisting of HP, Dell, and Compaq server manufacturers. District IT also utilizes virtualization technology through VMware which rides on HP and Cisco UCS blade servers. Storage for the servers comes from HP SAN systems, EMC SAN systems, and Netapp SAN systems. To date, the District has implemented phase one of its virtualization project which now focuses on HP blade servers and Netapp storage [REF: Information Technology Strategy].

The District has recently moved from a Cisco network Standard to various manufacturers who focus on one area. Fortinet is used for firewall appliances. A10 Networks is currently used for load balancing appliances. Arista is used for distribution core switches. Enterasys/Extreme is used for edge switches. The network is robust, reliable, and scalable and all facets of the network are redundant.

Internet access is provided through the Corporation for Education and Network Initiatives in California (CENIC) Gigaman connections at the District offices and at each of the Colleges. CENIC's California Research and Education Network – Digital California (CalREN-DC) provides high-quality network services for K-20 students and employees. As a CENIC Associate, PCCD must ensure that the user community complies with the CalREN Acceptable Use Policy (AUP). In order to ensure compliance, the PCCD Computer Use and Electronic Mail Guidelines incorporate the same terms specified by the CalREN AUP [REF: Telephone, Computer, Network, and Electronic Mail Guidelines] Email for faculty and staff is provided by a MS Exchange Server. Student email is provided by MS Office365.

District IT staff also support the administrative and voice network for the District. Peoplesoft, an Enterprise Resource Planning (ERP) application system, offers a suite of products designed to solve complex business problems, runs on the administrative network. Peoplesoft ERP typically is used by large corporations, government/educational institutions, and organizations.

In 2005 Peralta implemented the Financial Services Management (FSM) suite, which consists of 27 modules, such as Purchasing, Asset Management, General Ledger, Budget and Expenses, Accounts Payable, Inventory tracking [REF: PS Usage Modules]. These modules support the finance and budgeting (commitment accounting) needs of the District and Colleges. The Commitment Accounting module allows the Colleges and the District unit offices to monitor their expenses and budget. Colleges and District units control their procurements through the purchase requisition workflow process. The College accesses these modules using a web based portal called Peralta Real-Time Online Management Technology (PROMT).

In 2005 Peralta also implemented the Human Capital Management (HCM) suite, which consist of 16 modules, including Payroll, Time and Labor, Human Resources, Talent Acquisition Manager, ePay, Resume Processing. [REF: PS Usage Modules]. These centralized functions support the Colleges and District by processing payroll for all employees (faculty, staff, administrators, student workers, etc.). The intake process of all employees is handled through the centralized District Human Resources Office. In addition, the HR module maintains position and employee data. Data that is stored and updated in this module relates to employee, job, position, compensation, and benefit information. The College accesses these modules using the web based portal called Peralta Real-Time Online Management Technology (PROMT).

In 2005 Peralta purchased; however did not fully implement the Campus Solutions (CS) suite until 2008. Campus Solutions, previously called Campus Administration suite, consists of Gradebook, Campus Self Service, Campus Community, and Admissions and Student Records [REF: PS Usage Models]. This suite of modules primarily benefits students and faculty by efficiently integrating admissions, registration, enrollments, grades, class schedules, and class rosters. Access to the system is via a web-based portal referred to as PASSPORT. The PASSPORT system serves as a Student Administration tool used by staff to process and maintains student information; by to record grades and update rosters; and by students for self-services task such as registering for classes. PASSPORT can be summed up by three different functions as follows:

- Student Center – self-service portal that allows the student to add a class, drop a class, make a payment, search for classes, and view unofficial transcripts.
- Faculty Center – self-service portal that allows faculty access via Web-VPN (remote access) to contact students, download class rosters to MS-Excel, enter grades and positive attendance, indicate an Early Alert, roll-book documentation, submit Attendance Rosters, submit Census Rosters, and view Student Personal Contact Information.
- Student Records – portal that allows the student service staff to search course catalogues, search classes, assign service indicators, activate students, view transfer credit, view transcript requests, update academic calendars, update student programs/plans, update terms/sessions, view grades, view term history, view class rosters, view instructor schedules, view online grade rosters, withdraw students from sessions, withdraw students from terms, and view academic standing.

The District recently implemented the Student Financial Aid Module as a part of the PeopleSoft Campus Solutions suite of applications. Previously, the Student Financial Aid system was running on a Mainframe (legacy) EMAS-Pro/SAFE system that was not web-

based and required an interface to the PeopleSoft system. The new People Soft Financial Aid module has automated many Financial Aid processes that previously required manual processing by staff. Although there are now streamlined and automated processes within the new system, the Financial Aid Office is still required by the Department of Education to collect physical documents from students who are selected for verification, have a "C" comment flag, or must resolve conflicting information. These physical files are stored in a secure file room located in the campus financial aid offices.

PCCD launched the Student Financial Aid Project as a part of the District's IT Strategy to improve the efficiency and effectiveness of its processing of Student Financial Aid. The existing system does not have self-service functions and requires dedicated IT staff to update, setup, run processes, and reports periodically. The current EMAS-Pro/SAFE software has reached its end of life and the implantation of the PeopleSoft module was a top priority.

The new PeopleSoft module is a web-based solution, that requires no manual interfaces to and from other student systems. There are four financial aid module updates per year and the system will provide self-service functionality for the students via the web. Students can now view missing documents requested by the financial aid office and are able to view their financial aid awards online. The functional users have more control over system setup and processes; many of which can run daily. The system is in compliance with the Department of Education file format for Pell Payment processing.

District IT is scheduled to complete the implementation of the PeopleSoft academic advising module by spring 2015 semester. This module will consist of PeopleSoft Academic Advising and Student Educational Plan (SEP) modules. Implementation of the Academic Advising and Student Educational Plans modules will be concluded by spring 2015 as required for State mandated student success initiatives.

The Oracle Business Intelligence (BI) tool was implemented in 2008. The BI reporting tool allows users to pull enrollment and demographic information which assists the College in promoting strategic and operational decisions.[REF: Institutional Research Webpage] Using the BI tool, users have the ability to obtain information in order to make strategic decisions. This tool is important in order as it provides users the ability to access and manipulate information directly, at their own desktops, rather than having to funnel all requests through a central department. Data categories that are included on the BI tool website are student demographics; distance education; enrollment (Watchlist; Master Sections); course history; DSPS; EOPS; student headcount. Administrators and department chairs have access to the BI Tool. Training is provided at Flex Day and a BI Tool user guide is located on the District BI Tool website.

The College currently uses the SARS software product in some student services areas. In the Learning Resources Center, including the Writing and ESL Lab, Math Lab, and Open Lab, students sign in via SARS-Trak which is linked to student schedules. This permits faculty to track student use of LRC resources and also allows LRC staff to identify patterns in student use. All College counseling areas use SARS-GRID, an appointment scheduling software. Counselor drop-in and appointment schedules and student history is maintained in SARS-GRID. SARS data such as student wait time and appointment reason codes is used to inform scheduling decisions. Counselors also record and share notes from student appointments on the Notepad. SARS-GRID also generates automated phone call reminders for counseling

appointments. By spring 2015, the College expects to have implemented additional SARS software features, such as "next in line" text messaging for students waiting for drop-in appointments; the ability for students to self-schedule appointments online; assign students in special populations to a specific counselor; and the expansion of SARS-GRID so students can schedule their assessment test online rather than calling to schedule appointments.

The College's, wireless access points are currently available in buildings A-F, child care, the science annex, and L buildings. All College computer labs also have wireless access. The College does not have a fully integrated wireless network. Wireless access is moderately implemented in regard to autonomous access points and access points deployed throughout the College vary in their capabilities. Purchase and deployment of access points is done on an as needed basis.

Currently the District uses "Alertify" as its Emergency Alert system for emergency and some non-emergency communications. In the event of a campus emergency the District HelpDesk is notified by the Department of General Services or Risk Management and the "Alertify" process is triggered. Information Technology begins a process of sending data collection of student contact information and employee data (primarily email) provided by the HR department and downloaded once per semester after census. The information is then sent to "Alertify" and the students and employees are notified. An analysis in 2013 determined that the "Alertify" system was not adequate because the process required 20 minutes to notify each campus, totaling over an hour to notify the entire four campuses in the District of an emergency. As a result, the Department of General Services and Information Technology have initiated an RFP to procure a new emergency alert system that can adequately support the emergency needs for the District.

District Education (DE) platforms are processed, operated, and managed by the District Office of Educational Services. PCCD has been a local leader in the field of distance education, with an established track record of delivering high quality online courses and linked online student support services for more than five years. Today, all four Peralta campuses have a fully-developed distance education component. In the fall of 2013, PCCD offered 193 online and hybrid classes, with 6,400 enrollments by 4,800 students, resulting in 740 FTES. The four Colleges share a common Learning Management System, Moodle, which is hosted on an external server and fully integrated with Passport/PeopleSoft, Peralta's enterprise software system, for easy registration and tracking of student enrollment and performance.

The PCCD Distance Education (DE) program is overseen by the Vice Chancellor of Educational Services and supported by four DE campus coordinators (.25 each), one per College, and a District DE coordinator (.5), a full-time Moodle/web programmer and a part-time help-desk/troubleshooting support person. There is also a District-wide District Distance Education Committee consisting of faculty members from each College serving as Distance Education Coordinators for their campus, along with a faculty lead (District DE coordinator), supported by release time. This team provides basic technical support to faculty teaching online courses and pedagogical advice in the area of DE, along with the District's IT Help Desk assisting online students.

Peralta's decision to use Moodle for its own District-level programs was based on a comparison of LMS vendors, conducted by IT staff and the Distance Education Coordinators from Berkeley City College (BCC) in 2007. After reviewing the merits of various vendors, such as Blackboard, Angel (absorbed by Blackboard in 2009), and others, the recommendation was to use Moodle due to low start-up costs and the fact that it allowed for maximum institutional control and flexibility—an important consideration as Peralta ramped up its Distance Education Program from one College to four Colleges, each with its own online learning needs and agenda.

The most recent ITC survey affirms this choice and shows that Moodle is gradually emerging as a favored LMS among community Colleges nationwide. Over the last six years, usage of Blackboard by two-year Colleges surveyed has steadily declined, from 39 percent in 2007 to 35 percent in 2012. During the same period, usage of Moodle has steadily grown, from 10 percent in 2007 to 14 percent in 2012, indicating that more and more two-year Colleges are choosing Moodle as their designated LMS.[REF: "2012 Distance Education Results— Trends in eLearning: Tracking the Impact of eLearning at Community Colleges." April 2013. http://www.itcnetwork.org. p. 12].

Moodle's architecture also allows for a certain amount of adaptability, in terms of adjusting to Next Generation LMS and other technological innovations that may emerge in the near future. Its adaptability, low start-up costs, and lack of fees for individual add-on feature allow a greater amount of flexibility than other proprietary systems.

Distance education (DE) courses are viewed as an integral aspect of the instructional program at the College. DE courses are selected to meet student needs and provide flexibility to offer programs in innovative methods. Below is an example, spring 2014, of the types of DE courses offered by College of Alameda and a table listing by subject the DE courses offered fall 2010 to fall 2014.

Term	Campus	Dist Ed Type	Classes
S14	Alameda	100% online	49
S14	Alameda	50% or less online	1
S14	Alameda	51% or more online	8
Alameda total			**58**

Fall 2010 to Fall 2014 DE Courses by Subject

Term	Type	Subject	Classes	Type	Subject	Classes
F10	100% online	ANTHR	2	51% or more	COMM	1

				online		
F10	100% online	ART	1	51% or more online	ECON	2
F10	100% online	BUS	2	51% or more online	COMM	1
F10	100% online	CIS	6	51% or more online	ECON	2
F10	100% online	ECON	2			
F10	100% online	ENGL	2			
F10	100% online	GEOG	3			
F10	100% online	HIST	4			
F10	100% online	HUMAN	1			
F10	100% online	LIS	1			
F10	100% online	MATH	5			
F10	100% online	PHIL	2			
F10	100% online	PHYS	1			
F10	100% online	POSCI	1			
F10	100% online	PSYCH	3			
F11	100% online	ANTHR	2	50% or less online	CIS	1
F11	100% online	ART	1	51% or more online	BUS	1
F11	100% online	BIOL	1	51% or more online	COMM	1
F11	100% online	BUS	5	51% or more online	ECON	2
F11	100% online	CIS	3	51% or more online	MATH	3
F11	100% online	COUN	1	51% or more online	POSCI	1
F11	100% online	ECON	2			
F11	100% online	ENGL	2			
F11	100% online	GEOG	2			
F11	100% online	HIST	4			
F11	100% online	HUMAN	1			
F11	100% online	LIS	1			
F11	100% online	MATH	1			
F11	100% online	PHIL	2			
F11	100% online	PHYS	1			
F11	100% online	POSCI	1			
F11	100% online	PSYCH	2			

F12	100% online	ANTHR	2	50% or less online	BUS	1
F12	100% online	ART	1	50% or less online	CIS	1
F12	100% online	BUS	3	50% or less online	COMM	1
F12	100% online	CIS	3	50% or less online	MATH	1
F12	100% online	COUN	2	51% or more online	BUS	1
F12	100% online	ECON	2	51% or more online	COMM	2
F12	100% online	ENGL	2	51% or more online	ECON	2
F12	100% online	GEOG	1	51% or more online	HUMAN	1
F12	100% online	HIST	5	51% or more online	MATH	4
F12	100% online	LIS	1	51% or more online	POSCI	1
F12	100% online	PHYS	1			
F12	100% online	PSYCH	2			
F13	100% online	ANTHR	2	50% or less online	BUS	2
F13	100% online	ART	1	50% or less online	COMM	1
F13	100% online	BIOL	1	51% or more online	ANTHR	1
F13	100% online	BUS	2	51% or more online	COMM	2
F13	100% online	CIS	3	51% or more online	ECON	2
F13	100% online	COUN	4	51% or more online	HUMAN	1
F13	100% online	ECON	2	51% or more online	MATH	4
F13	100% online	ENGL	2	51% or more online	PHIL	1
F13	100% online	GEOG	2	51% or more online	POSCI	1
F13	100% online	HIST	5			
F13	100% online	LIS	1			
F13	100% online	PHYS	1			
F13	100% online	PSYCH	3			

F14	100% online	ANTHR	2	50% or less online	BUS	1
F14	100% online	ART	1	50% or less online	COMM	1
F14	100% online	BIOL	2	50% or less online	ENGL	2
F14	100% online	BUS	2	50% or less online	MATH	1
F14	100% online	CIS	5	51% or more online	BUS	2
F14	100% online	COUN	4	51% or more online	COMM	2
F14	100% online	ECON	1	51% or more online	ECON	2
F14	100% online	ENGL	3	51% or more online	LIS	1
F14	100% online	GEOG	3	51% or more online	MATH	3
F14	100% online	HIST	5	51% or more online	POSCI	1
F14	100% online	PHIL	1			
F14	100% online	PHYS	1			
F14	100% online	POSCI	1			
F14	100% online	PSYCH	3			
F14	100% online	SOC	1			

In spring 2014, the College held a three-week intersession that was entirely comprised of Distance Education courses. The instructional deans, department chairs, and DE coordinator identified 14 sections that could be offered in a three-week session. In addition, the College of Alameda identified 14 instructors who possessed the skill, as well as a sound pedagogical design background to teach intense three-week online courses. The College extended computer lab access for DE students so that those in need of additional technical support such as navigating the Moodle platform or were in need of access to computers and internet were supported. For faculty support the Distance Education Coordinator was on campus during the first week of the intersession and accessible throughout the intersession to help deal with any issue that arose. Data from a post-intersession faculty survey is being used to implement improvements to the 2014 winter DE Intersession. [REF: Spring 2014 Intersession Report]

PCCD Distance Education classes are accessible to students with disabilities, as required by federal law. The LMS installation is developed in accordance with Section 508, the federally-mandated accessibility code for educational institutions. PCCD is working with a Design Consultant, Jennifer Burke (REF: www.industrious.com], who is an expert in accessibility design. The College also has established an office of Alternative Media that can assist DE instructors to make sure that online offerings are accessible.

The existing PCCD Distance Education website is a WordPress site, which can be integrated with the functionality of Moodle. WordPress is the platform that is being used to create the web site and could easily be used to enhance a Moodle-based LMS with blogging technology. Instructors can also use these technologies to create their own web pages, to promote their class, list resources, and connect with current and prospective students. [REF: Distance Education Webpage]

In addition to the District Education website, District IT also maintains two in-house developed technology tracking shadow systems. One is for Staff Development – software to monitor, maintain, and track staff development flex hours. The other is for EZPass – software to manage and maintain the AC Transit bus passes for students.

For curriculum, PCCD utilizes CurricUNET, a web-based service that automates the processing of submitting course and program proposals via a Web browser. CurricUNET also provides access to course outlines, instructor syllabi, and an opportunity to review the student learning outcomes for each course. PCCD utilizes TaskStream as a management system for student learning outcomes and assessment. During the 2014-15 academic year, the District will be integrating both systems into CurricUNETMeta so that all information related to courses, programs, student learning outcomes, and their assessment can be aggregated into one system. The move to CurricUNET Meta was supported by a formal resolution by the Council on Instruction, Planning and Development (CIPD) and the Planning and Budgetary Council (PBC). This decision was based on a yearlong recommendation after demonstrations to the District Academic Senate, and Vice-President/ Deans meetings which are open to all student learning outcome (SLO) coordinators.

To support the effectiveness of the College, College IT maintains a campus Helpdesk system. Faculty and staff submit College Helpdesk requests via email. Most tickets are resolved within the day. For request that are more complicated, IT works with the user to develop a plan and timeline, often in consultation with the administrator over the area. The College Helpdesk resolves issues related to day-to-day technical support for software, computers, peripherals, and other technology housed on the campus and resolving problems related to campus based servers, switches, and wireless access.

Students, faculty, staff, and administrators also have access to technical support from the PCCD Help Desk. Issues resolved by District Helpdesk are primarily related to PeopleSoft. [REF: District Help Desk]

Self Evaluation

The College meets the Standard.

Since 2009, the College made positive progress in using technology services, professional support, facilities, hardware, and software designed to enhance the operation and effectiveness of the organization. In Student Services, the current use of the SARS software

and the planned upgrades gives the College additional data points for planning and processing for students. Upgrades in Peoplesoft and implementation of various modules have allowed College personnel to rely on less manual processes. End-users/ experts have been included in fit-gap reviews for new Peoplesoft modules such as Student Financial Aid and Academic Advising module.

Actionable Improvement Plans

None

III. C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Description

District coordinated training occurs primarily when projects are implemented and as a part of the System Development Lifecycle Methodology [REF: System Development Lifecycle Methodology (SDLM], implemented in 2013. There is a component of this method that includes training and knowledge transfer. The training is provided by the vendor deploying the software, services, or product. There is no formal trainer in place at this time.

Training currently is identified by the Director of Technology services and Director of Enterprise Services during software upgrades and/or implementations. On several occasions the Director of Enterprise Services, along with the CIO have identified trainings that goes beyond the technical component, but also involve functional departments; such as Admissions and Records and Educational Services staff. Recently, District IT secured training for several staff members in Curriculum and Student records, and security training. The Director of Technology Services identified training needs for the Senior Network Coordinators while planning the refresh of the network infrastructures, along with the implementation of virtual servers in the District IT Main Distribution Facility (MDF).

New employee training is conducted by internal department staff. Training materials and handbooks are available to staff. [REF: ERP manuals]. The District Office of Educational Services identifies and schedules technology training as part of the Staff Development program for the District.

At present, the College does not have a central location for training personnel in using the College's information technology. Training for staff and students is provided in various locations, including the Learning Resource Center, community room, and individual workstations. Job aids with screen shots and directions have been developed to help faculty and staff accomplish concrete tasks such as submitting census rosters; adding students to special student groups for purposes of registration and research and creating electronic personnel action forms. These are sent electronically via campus email to the constituents who use these functions. Process documentation is also available on the District website. DE instructors benefit from a variety of Moodle training opportunities including workshops on District-wide faculty development days, online videos and manuals, and a certificate program in using Moodle for online teaching. [REF: Distance Education Resources;

Resources for Academic Integrity; Open Textbook Resources; Using Moodle] Professional development training for faculty and staff is available both online, on the Distance Education web page, and through Merritt College's Online Education Certificate Program [REF: Online Teaching Certificate]

Students receive technology instruction in the Welcome Center regarding the PASSPORT Student Center (enrollment, financial aid, transcripts, etc), in the Library for research and information literacy, and in the Learning Resource Center labs where instruction and tutoring is focused on specific subjects. For example, students who use the Open Lab and Writing Center receive instruction in conducting online research and navigating Microsoft Office suite for formatting papers and preparing presentations. Veteran students receive support from staff and their peers in the Welcome Center to learn how to navigate websites to track and receive their VA benefits. In the Welcome Center, Student Ambassadors assist new and continuing students with assistance navigating Passport and setting up campus mail accounts. Additional training for students varies by instructional department. For example, the Math Department holds orientations for online or web-enhanced classes at the beginning of the semester.

Students taking distance education courses are provided policies, links to services, and educational resources to increase success and awareness in distance education courses. [REF: Registration and Enrollment; Student Support Services; Academic Conduct Policy; Develop Your Online Voice]

Programs and Services for Students with Disabilities (DSPS) provides technology training in the Adapted Computer Learning Center for students with disabilities as an essential part of regular program and course offerings. Students receive instruction in assistive technology appropriate to their specific disability. These adaptations include programs to increase print size on screen; speech synthesizers that read information on the screen; and voice input to allow "hands" free computer operation.

With the implementation of the Student Success and Support Program (SSSP) theCollege of Alameda is developing promising practices to introduce new students to College-based platforms. For example, Counseling 201 (Orientation to College) incorporates Moodle into all course sections. Using Moodle in 201 allows for the following: 1) Students can make informed decisions as to the compatibility between their learning style and hybrid/online courses for future course enrollment and 2) Students who do enroll in hybrid/ online classes will be familiar with navigating the platform, thus reducing the technological learning curve and allowing students to focus on learning the material of the class. In the areas of course content, 201 students learn how to use their student Peralta email address and how to navigate Passport efficiently and effectively.

Self Evaluation

The College meets this Standard.

Since the 2009 self-evaluation, the College has improved in providing IT training to students and personnel. For example, during the 2014 Student Financial Aid PeopleSoft implementation, the College and District provided regular training and manuals for financial aid staff. There has been an increased use in using job aids with directions and screenshots to

show individuals how to accomplish specific tasks (ex. Update student majors for admissions and records; initiate electronic Personnel Action Forms; submit grades in the Faculty Center). There remains a need for new employee training and ongoing training for existing personnel especially in PeopleSoft modules. Formalized technology training is provided when new modules or processes (ex. Electronic Personnel Action Forms; Student Financial Aid) are implemented.

Despite these gaps, the College IT Team is prompt and responsive in resolving issues at the campus. The College's IT Team manages Help Desk requests in a timely manner and is able to resolve most problems. When necessary, they are able to coordinate and work collaboratively with other departments, make recommendations for resolutions, and most importantly, work creatively with extremely limited resources. [REF: District Help Desk] In the area of training for students, the College has been successful in creating multiple points of entry for providing technology training for students on platforms such as Passport and Moodle. Integrating technology training into mandatory student orientation is a strong positive step towards reducing the impact of the technology gap on student learning.

Actionable Improvement Plans

None

III. C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Description
Technology planning at the College is coordinated with District technology planning. College requests for new technology resources are channeled through the District-wide shared governance groups such as the District Technology Committee (DTC) and Planning and Budgeting Committee (PBC). Requests are submitted through annual program updates (APU) and/or program reviews, which are prioritized by College shared governance committees. Prioritized campus lists are then forwarded to the DTC for dialogue and recommendation to the PCCD Planning and Budgeting Council before going to the Chancellor.

Since the 2009 Self-Study, campus IT has moved from the Office of Instruction to the Office of the President, which now oversees the management, maintenance, and operation of the College's technology infrastructure. In consultation with faculty, staff, administrators and the IT team, hardware needs are agreed upon and purchased through Standard District purchasing policies. The development of the College's comprehensive planning and budgeting process has helped to ensure that an inclusive dialogue occurs.

Yearly, department chairs identify technology needs in annual unit plans or program reviews. The College Technology Committee prioritizes requests that are reviewed by the College Council for recommendation to the College President. In addition to the annual prioritization process, College IT also conducts surveys and evaluations of existing equipment for currency

(computers, peripherals, AV equipment) to inform recommendations of replacement of outdated equipment.

The College provides office technology for each full-time employee and relevant technology resources for faculty. Ongoing funding for these resources remains problematic as they often rely on limited Measure A bond funds.

The IT Team continually evaluates technology and recommends upgrades or potential alternatives when needed. IT works closely with the President's office to identify high priority needs for the College, with funding coming from a mix of general or allowable categorical and bond funds. If department specific needs are identified, IT communicates proactively with department administrators with a request to identify funds for replacement or other recommendations. Occasionally, administrators are able to find department funds to upgrade needs in a particular department. In cases like this, IT works closely with administrators to help prioritize projects and create timelines for deploying new purchases.

As part of the planning and budget cycle, the College has started dialogue concerning total cost of ownership for IT resources to determine the balance between centralized IT needs and departmental requests through annual program updates to drive funding priorities and resource allocation.

College IT carefully manages end of life machines and carefully assesses each older computer that is being replaced for the possibility of using it in another area or keep as an emergency back up. College IT also builds in redundancy for smaller servers that are located at the College. College IT works closely with the President to propose a plan of action to address failures in servers or switches.

Securing College data and providing backup and recovery is the responsibility of the District Office of IT. To maintain the reliability of servers hosted by District IT at the District Office, the Department of General Services has installed and maintains an emergency generator to provide backup electrical power to District buildings during power outages. At the District level, planned schedule services and outages for District upgrades to systems and software are announced in advance via email to the campus community.

Self Evaluation

The College meets this Standard.

The College systematically plans for technology infrastructure and equipment to meet institutional needs using a combination of yearly planning that is integrated with yearly College planning/ resource allocation and ongoing department assessments.

Actionable Improvement Plans

None

III. C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Description

As described in the section above, the College makes decisions about use and distribution of technology through annual unit plans/ program reviews and regular assessment by the IT team. The College also integrates IT into all major projects such as the C/D building construction. An IT staff is assigned to the C/D Workgroup to help plan IT needs such as wireless access and smart classrooms.

The College maintains a large number of workstations and servers over a complex network. District IT, with guidance from the College, is responsible for providing the College's faculty, staff and students with network services. The District, in consultation with the College, also sets standards for campus technology to be purchased and maintained. Standards for technology includes specifications for anti-virus software and policies for updating software that prevents viruses and other damaging situations [REF: Telephone, Computer, Network, and Electronic Mail Guidelines; Lenovo Configuration and Pricing]

General campus technology requests are handled at the College by a Help Desk Escalation Process. Typically, when a user encounters an issue the user submits a request to the College IT coordinator. College IT staff troubleshoot the issue and determine if the problem needs to be addressed at the District level. If the issue is a District issue, then the College IT coordinator will contact the helpdesk at the District for resolution.

Data Security (PeopleSoft) is provided by District IT providing secure databases and sound security principles. System Security (Network) is also provided by District IT which owns a security compliance package that blocks invalid network connectivity. The network is secure, consisting of firewalls and certificates.

As described earlier, funds for IT supplies and requests are primarily on a "by-request" or emergency basis. To offset the impact of extremely limited resources at the campus, the team keeps an inventory of computing hardware that needs to be replaced or machines that can be rolled down into another area of the campus. New and end-of-life equipment is stored in IT on the second floor of the L building. End-of-life equipment is disposed of by submitting a request to warehouse where equipment is disposed of according to PCCD administrative policy 6550 [REF: AP 6550 Disposal of Property]. New equipment, not yet deployed, is housed with IT or the central college storage until ready for distribution.

As described earlier, District Education (DE) platforms are processed, operated, and managed by the District Office of Educational Services. Peralta uses the Learning Management System, Moodle, which is hosted on an external server and fully integrated with Passport/PeopleSoft, Peralta's enterprise software system, for easy registration and tracking of student enrollment and performance. The College DE coordinator provides basic technical support to faculty teaching online courses and pedagogical advice in the area of DE, along with the District's IT Help Desk assisting online students.

College IT's support of individual programs/ departments has led to increased development and maintenance of programs and services. For example, in 2013-14, College IT piloted, evaluated, and fully implemented Thin Client machines in the Welcome Center. Students use

Welcome Center computers to apply for admissions, add/ drop classes, and apply for financial aid. The Thin Client solution saved approximately $800 per student workstation and provided a nicer aesthetic to the area. The Thin Client system was chosen by the Student Services Council as one of its priorities as a result of the APU process.

Self Evaluation

The College meets this Standard.

The distribution and utilization of technology resources are reasonable to support the development, maintenance, and enhancement of programs and services.

Actionable Improvement Plans

None

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation for improvement.

Description

All major technology decisions are integrated with institutional planning processes. College strategies addressing technology are evaluated and assessed annually. The College relies on a participatory governance process to review and provide input into plans, including technology decisions.
The College's Technology planning is integrated with the District's institutional planning through participatory governance processes that channel campus requests through the District's Planning and Budgeting Integration Model (PBIM). The PBIM is an integrated District-wide planning and budget advisory system of four committees that receive planning inputs from the Colleges and make recommendations to the Chancellor.

The District Associate Vice Chancellor of IT co-chairs the District Technology Committee (DTC), providing guidance and support in making technology recommendations. DTC is a districtwide shared governance committee comprised of District and College IT staff and College faculty, administrators, and students. This broad constituency provides a link between the District and the College assuring effective coordination and delivery of technology services. The DTC provides a forum for administrators, faculty, staff, and students from the District and all four Colleges to discuss, preview, prioritize, introduce, and recommend technology products and services; view application demonstrations;, and discuss pedagogy, as each relates to the use of technology for teaching and learning. For example, the PCCD Information Technology Strategy was documented at the PBIM meeting on February 2012. [REF: PBIM Documents]

The Director of Technology Services is a member of the Facilities Committee, ensuring coordination between District IT and the District Office of General Services. In addition, the Director of Enterprise Services attends the Education Committee providing expertise in making technology related recommendations. The AVC of IT regularly attends all PBIM committee meetings answering questions and providing input as needed.

The District Technology Services staff and the Campus Network Coordinators, along with Senior College Information Systems Analysts are all members of the District-wide Engineering Network Group (ENG). Meetings are held monthly to discuss and propose IT standards and guidelines and resolve District-wide network infrastructure, desktop computing and telecommunications issues. The Director of Technology Services provides reports of issues, concerns, and updates to the District Technology Committee (DTC) monthly. The Director also reports on facilities issues or other pertinent service related information technology issues.

Technology planning is incorporated into capital improvement planning through the Information Technology Strategy [REF: Information Technology Strategy] and the Five-year Facilities/Construction Plan which is updated annually. [REF: 5-year construction plan] The IT Strategy prioritizes projects utilizing an A, B, C hierarchy for projects. Priority A projects are tactical projects that must be worked on first. [REF: Priority A, B, C Projects] Resolution of ongoing issues are reported, tracked, and resolved through the Footprints issue resolution ticketing system.

As described in other areas of this Standard, technology planning is integrated institutional planning. The Technology Committee reviews requests in annual program updates (APU) and program reviews. The College technology Committee prioritizes these requests and forwards them for consideration to College Council; which provides a recommendation to the College President. The Technology committee is a standing committee of the College Council and is established to deliberate and make policy recommendations as they pertain to campus technology needs. Recommendations are forwarded to the College Council for action by the Council. College Council makes recommendations to the President. [College Technology Committee webpage]

Technology needs are also reviewed with the Senior Team to understand campus-wide priorities. Technology planning can also be influenced by workgroups; particularly when that planning is related to construction/ renovation. At least one member of the Technology

Committee (usually an IT staff member) attends facilities meetings to bring forward concerns or ideas from the Technology Committee and to provide technology related consultation to the workgroup.

The Technology Committee reviews and revises the College Technology Plan, which is an addendum to the College Educational Master Plan. Since 2009, the Technology plan has been reviewed and updated in several cycles. [REF: Technology Plan]

Self Evaluation

The College meets this Standard.

Technology planning is integrated with institutional planning. The primary basis for planning is the Annual Program Update, which is revised and submitted each year by every department for campus prioritization. The institution systematically assesses the effective use of technology resources and uses the results of evaluation for improvement.

Actionable Improvement Plans

None

List of Evidence (in alphabetical order)

 5-year construction plan
2012 Distance Education Results
2013-14 Annual Program Updates- Instruction
2013-14 Annual Program Updates- Student Services
Academic Conduct Policy
AP 6550: Disposal of Property
College of Alameda Educational Master Plan
College Technology Committee webpage
Develop Your Online Voice
Distance Education Resources;
Distance Education Webpage
District Help Desk
ERP manuals
Information Technology Strategy
Institutional Research Webpage
Lenovo Configuration and Pricing
Matrix for District and College IT responsibilities
Online Teaching Certificate
Open Textbook Resources
PBIM Documents
Priority A, B, C Projects

PS Usage Modules

Registration and Enrollment

Resources for Academic Integrity

Spring 2014 Intersession Report

Student Support Services

System Development Lifecycle Methodology

Technology Plan

Telephone, Computer, Network, and Electronic Mail Guidelines

Using Moodle

www.industrious.com

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STANDARD IIID: 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 resource planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

IIID.1. The institution's mission and goals are the foundation for financial planning.

Description

College of Alameda's mission is to serve the diverse educational needs of its service population by offering a broad and flexible schedule of programs and resources that enable students to achieve their educational goals [REF: College Webpage- Mission]. The vision defines COA as "a diverse, supportive, empowering learning community for seekers of knowledge…committed to providing a creative, ethical, and inclusive environment in which students develop their abilities as thinkers, workers, and citizens of the world."

COA's strategic goals and institutional objectives support the District's strategic goals and institutional objectives [REF: District Strategic Plan]. The District's strategic goals for 2014-2015 are focused on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation, and collaboration while spending within established budgets. The College based its institutional goals and objectives on the District strategic goals by identifying objectives, creating action plans to guide the objectives, and creating quantitative and qualitative outcomes or goals. [REF: COA Goals and Objects 2014-15]

The College communicates its goals and vision through three central themes: Academic excellence, budgetary competence, and community engagement [REF: College Webpage-Mission] Budgetary competence is the foundation for planning and the integration of resource allocation while keeping student success forefront in the planning process. All COA constituencies are responsible for ensuring budgetary competence as part of the planning process. All constituencies are to be responsible stewards of College resources.

Annually, before the planning cycle begins, the College Mission statement is reviewed by College shared governance groups. The College Mission, Vision and Values statements were reaffirmed most recently in fall 2014 during College flex days and were approved by College Council at the October meeting. [REF: President's Flex Day Presentation: Fall 2014; College Council Minutes- October 2014] College of Alameda's (COA) mission and strategic goals are the foundation for all College planning.

The Peralta Community Colleges and District Service Center have an integrated planning and budgeting framework that relies upon the District's Mission and Strategic Goals as a foundation for financial planning. The framework aligns planning, resource allocation, and assessment/evaluation. The District Mission Statement was reviewed and reaffirmed by the Board of Trustees in June 2014 [REF: BP 1200 Mission]. The District's mission is a comprehensive statement that demonstrates a strong commitment to the achievement of student learning and success. It also drives the Strategic Planning Goals and annual Institutional Objectives, which are integrated into every component of the planning and budgeting processes. [REF: District Strategic Plan]

Self-Evaluation

The College meets this standard.

The Mission, Vision, and Goals are forefront in the resource allocation process. Both the College and the District review and update strategic goals and objectives. The College adapts its strategist goals and objectives to those of the District. The College further uses its central themes of academic excellence, budgetary competence and community engagement to ensure planning is in support of student success.

Actionable Improvement Plan

None

IIID.1.a. Financial planning is integrated with and supports all institutional planning.

Description

Financial planning is integrated with and supports all institutional planning.   The allocation of financial resources is structurally integrated into the planning processes at the College and the District. College of Alameda's integrated planning process [REF: Integrated Planning and Budget Process] is evaluated, updated as necessary, and approved by college constituencies. The institutional planning document was approved in fall 2014 [REF: College Council Minutes- October 2014]. The plan is based on COA's mission, vision, and goals, ACCJC standards, District planning processes, and the 2009 Integrated Educational and Facilities Master Plan. [REF: Educational Master Plan]

The planning and assessment process emphasizes the cyclical and systematic nature of planning, implementation, assessment and revision. It is similar to the cycle of inquiry in that it illustrates the cycle of planning and review, with revision of actions after review of data sets, identification of strengths and weaknesses, and with weaknesses being addressed by instituting action priorities. Once the action priorities are crafted, they are measured with data benchmarks.

Annually instructional, student service, and administrative areas are required to complete unit plans; every three years, areas are required to complete program reviews. These plans address the achievement of College mission, goals, institutional outcomes and action priorities. They are written to integrate both college and district-wide planning by addressing resource needs. The reviews or unit plans are data driven. Quantitative examples of instructional data elements: Degrees and/or certificates awarded by major, transfer rates, and enrollment norms; full-time equivalent students served (FTES); faculty load; expenditure levels in the prior fiscal year; and the resource requests for the following fiscal year. Quantitative examples of data elements for student service areas: Students served by age, gender, and ethnicity; student retention, success, and persistence rates; FTES by instructional student service areas; budgetary information for the past fiscal year; and resource needs for the following fiscal year. Student service areas also conduct surveys to determine how well students perceive the services provided. Administrative units plans consist of mission statements based on the College mission, vision, and goals; unit functions; goals and how they are measured; updated goals for the following fiscal year; student learning outcomes; budgetary information for the past fiscal year; and resource needs for the following fiscal year. The Business and Administrative Services unit prepared a survey for the first time this fiscal year to garner quantitative and qualitative feedback in administrative service areas.

All College resource requests are reviewed by the College Budget Committee. The committee may recommend prioritization of requests before submitting them to the College Council. College Council is the College-wide participatory governance body that includes representation from the faculty, classified staff, students and administration [REF: College Council Agendas- 2014; College Resource Request List- 2014]. The College Council assesses the priorities from Annual Program Updates and Program Reviews. The College Management Team, the Academic Senate and the College Council are the primary shared governance bodies that make recommendations to the President.

The top-ranked resource allocation proposals are submitted to the College President, who has the authority to veto or modify any proposal or to request further justifications. The President may consult with the President's Council, which is comprised of faculty, classified staff, and student representatives. Any proposals that are accepted by the President but cannot be adequately addressed within the College structure (those proposals that deal with requests for resource sharing and/or impact district-wide programs) are sent to respective district-wide committees (e.g., Education, Technology and Facilities) for integration into the district-wide planning process. The purpose of these district committees is to review any disputes regarding funding and/or allocations and to develop constructive resolutions.

The Planning and Budget Council (PBC), chaired by the Vice Chancellor of Finance and Administration, is made up of representatives from all four colleges and the service centers, with all participatory governance constituencies included. Such broad-based participation ensures communication between the College constituencies and the District for budgetary, financial, and planning purposes. The Planning and Budgeting Council (PBC) receives and reviews recommendations from the Facility, Education, and Technology Committees and makes final recommendations to the Chancellor.

Conflicts that persist after review by the District Education, Technology, and Facilities Committees are forwarded to the District Planning and Budgeting Council for final recommendations. These are then forwarded to the Chancellor. [REF: District Strategic Plan]

The PBC is charged with developing and modifying the PCCD Budget Allocation Model,; evaluating districtwide budget issues; discussing the impacts of the Governor's budget proposals on ongoing fiscal commitments; making recommendations to the Chancellor for the tentative and adopted budgets; as well as reviewing funding allocations for each of the four colleges and the District service centers. In making its recommendations, the PBC receives information concerning enrollment, trends in revenues, expenditure reports, cash flow, reserves, bond funds, grants, and long-term liabilities. The PBC evaluates resource proposals from the District Education, Facilities, and Education Committees [REF: PBC Planning Documents- 2014]. The PBC also evaluates funding requests brought forward from the Colleges and service center units prioritizing resource needs and requests identified through the program review and annual program update processes [REF: College Resource Request List- 2014]

Self-Evaluation

The College meets the standard.

The College mission, values, and strategic goals are incorporated into unit plans and program reviews. These plans require areas to reflect on their performance as it relates to the College mission and goals. Units are required to give specific data that supports the need for increased resources. After the resource requests are routed through the Campus Shared Governance committees, the finalized resource requests are compiled and they are submitted to District Education, Facility, Technology, and the Planning and Budget Committee. As new sources of funds become available, the prioritized resource lists are used to allocate funding. [REF: College Resource Request List- 2014]

IIID.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Description

Institutional planning reflects realistic assessments of financial resource availability, development of financial resources, partnerships, and expenditure requirements. The campuses are kept abreast of State resource allocations through the Vice Chancellor of Finance and the California Community College Chancellor's Office website. State funding is based on FTES (apportionment); therefore, college funding is highly sensitive to fluctuations in enrollment. As with the state community college allocation model, the District resource allocation model is driven by potential growth in FTES. To ensure fiscal

stability, FTES goals are closely aligned to the state-funded FTES goals each year. The District attempts to be slightly above the FTES targets to maximize state funding. Revenue assumptions are in line with the Governor's proposal in early January and estimates are updated after the May revision. The PCCD Budget Allocation Model [REF: District Budget Allocation Model- 2014] uses a three-year rolling average of FTES for each college, thereby avoiding sharp fluctuations as enrollments rise and fall. In addition to provisions for growth funding, the model has built-in adjustments for new resources such as non-resident tuition, carry-over funds, and benefits adjustments.

Peralta updates the District budget assumptions as necessary to coincide with any changes to funding or expenditure levels [REF: PBC Documents- 2014]. The budget assumptions are posted on the Planning and Budget Integration website and are presented in the Planning and Budget Council meetings [PBIM Overview-2014]. The Peralta Tentative Budget is presented to the Board of Trustees after the May revise, normally at the June meeting [REF: PCCD Tentative Budget- 2014-15] and the Annual Adopted Budget is presented at the September Board meeting [REF: PCCD Final Budget-2014-15]

The College establishes funding priorities via the annual unit review process as identified in IIID.1.a. Funding priorities are identified for new faculty and staff hiring through the unit plan review. For example, Alameda County voters residing within the Peralta Community College District passed Measure B, a special parcel tax, for a period of eight years beginning on July 1, 2012. This measure levies $48.00 on each parcel within the District annually. Revenue from this parcel tax is to be used to maintain core academic programs, such as math, science, and English; train students for their careers; and to prepare students to transfer to four-year universities. It is also used to attract and retain high quality faculty and assure adequate staffing levels in areas that support student access to classes and services. [REF: Measure B]

College of Alameda generates revenues from external contracts with the local community for the use of College facilities. In the last four fiscal years, the College has generated $1M from the use of facilities. These funds are used to supplement general funds for student support programs and general campus upkeep. The Alameda Promise Project is one such example of the use of available funding to develop new programs that enhance student programs and services. The Project is a creative approach designed to address the low success rate of first generation students, students of color, and students of lower socio economic status. [REF: Alameda Promise]

College of Alameda identifies grants as one of its revenue enhancement strategies in its strategic planning process. Through exemplary partnerships with a broad range of organizations and funders, the COA succeeded in receiving grant awards from federal, state, local, and private funding sources totaling approximately $11 million during the last five years.

	2010-2011	2011-2012	2012-2013	2013-2014	2015 Budget
Local	37,497	11,373	143,145	76,944	816
State	357,109	670,057	390,043	353,596	513,658
Federal	1,933,577	2,569,891	1,198,296	1,521,737	1,794,630
Grand Total	2,328,184	3,251,321	1,731,484	1,952,277	2,309,104

2013-14* preliminary prior to building year-end accounts receivables.

Revenue and expense assumptions, along with multi-year projections are reviewed by the PBC each year during the annual budget development process. The District benefits from the work of the Community College League, fiscal analysis provided by the McCallum Group, and the services of the State Chancellor's Office. Daily and weekly reports are received from each of these three Sacramento based organizations and are relied upon for projecting current year and multi-year forecasts and changes to mandated student programs. In addition, the District has found that the Association of California Chief Business Officials is a source of timely and essential financial and program compliance information. With the benefit of all of these sources the Vice Chancellor of Finance and Administration regularly updates the PBC, the Colleges, and the governing board on matters important to fiscal and program planning. In addition, the quarterly CCFS 311 report, incorporated into the governing board agendas, provides the public and all District employees a comprehensive picture of District finances. These quarterly reports present financial information compared to the initial annual budget plan and past quarterly reports. Each quarterly report further includes a budget statement and narrative to convey the projected district ending fund balance and any anticipated major events which could affect the ending fund balance. A four- year history of the District's unrestricted general fund is presented below.

Schedule of Financial Trends and Analysis
Year Ended June 30, 2013

	Budget 2013-14	Actuals 2012-13	Actuals 2011-12	Actuals 2010-11
Unrestricted General Fund				
Revenues*	$111,171,357	$107,394,573	$104,769,229	$112,425,309
Other Sources*	12,691,939	9,152,116	8,093,251	10,153,021
Total Revenues and Other Sources	*123,863,296*	*116,546,689*	*112,862,480*	*122,578,330*
Expenditures*	117,782,451	108,128,047	106,228,619	115,033,411
Other Uses and Transfers	6,242,386	5,613,258	6,633,861	4,670,296

Out*				
Total Expenditures and Other Uses	*124,024,837*	*113,741,305*	*112,862,480*	*119,703,707*
Increase (Decrease) in Fund Balance	(161,541)	2,805,384	-	2,874,623
Ending Fund Balance*	$15,326,744	$12,823,280	$10,017,896	$9,322,904
Available Reserves	*$15,326,744*	*$12,823,280*	*$10,017,896*	*$9,322,904*
Available Reserves as a Percentage of Total Outgo	12.36%	11.2%	8.88%	7.79%
Long-term Debt**	$664,718,582	$678,185,799	$677,829,167	$665,464,696
Annual Funded FTES***	18,626	18,191	18,006	19,510

*From Budget Books   **From Audit Reports   ***From State Certifications

Self-Evaluation

The College meets this standard.

Funding levels are generally known when developing short and long-term plans. The District communicates financial resource availability well before budget development. The College generates revenues through state categorical programs, federal, state and local grants, and campus-generated funds.

Actionable Improvement Plans

None.

IIID. 1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Description

The Peralta Community College District considers both short and long term interests of the four colleges regarding institutional and financial plans, including planning for long-term liabilities and obligations.

Various tools such as multi-year projections, population demographic trends, fund-balance projections, and cash flow analysis inform group discussions and final recommendations to the Chancellor. Additionally, existing and potential liabilities are identified and considered as they relate to the payment of long-term liabilities and obligations in the budget-development process. [REF: PBC Documents- 2014; REF: Neuberger Berman Investment Performance Update]

The District utilizes multiple methodologies to analyze and project year-end fund balances. With the advice of the District's financial advisor, a cash flow is completed annually. This analysis is used to determine if Tax Revenue Anticipation Notes (TRANS) short-term borrowing will be needed to meet all expenditure requirements during the fiscal year. No TRANS were sought or needed during the 2013-14 fiscal year, or are anticipated for the 2014-15 fiscal year.

The District has developed multi-year revenue and expenditure forecast models. Expenses for fixed costs such as employee benefits, utilities, normal supply cost inflation, retiree benefit obligations, and other non-discretionary expenses are built into the multi-year forecast. Revenue projections are similarly built into the model. Critical data elements for FTES enrollment, state base allocation, and potential staff deficits as well as receipt of local parcel tax revenue and facilities bond revenue are incorporated into the model. The District projects a positive ending balance for the 2014-15 fiscal year and the ability to manage expected expenditure requirements.

Both the College and the District consider short-term liabilities as they affect long-term liabilities. For example, the District negotiates all labor contracts that impact the colleges. The District Office of Finance and Administration projects the impact of changes in labor management agreements as a component of the annual budget assumptions used in preparing the Colleges' budgets. When evaluating potential labor agreements, the district takes into account both the cost of salaries and the related benefits in order to ensure that projected financial resources are available in both the short-term and long-term.

Planning for the payment of long-term liabilities is incorporated into the district-wide budget building process, the Five-Year Construction Plan [REF: 2016-2021 Five Year Construction Plan], and annual financial audits [REF: Annual Financial Audit Report- 2013].

Financial reserves are maintained to meet long-term obligations as well as budget emergencies. Board Policy 6200 Budget Preparation requires the District to build a minimum of 5-percent reserve (minimum fund balance) [REF: Budget Preparation] and that budget projections address the district's short and long-term mission, goals, and commitments. The implementation of this Board Policy is accomplished through Administrative Procedure 6200 Budget Management and the establishment of annual budget assumptions. Both documents mandate that the mission (mission statement) inform the

allocation of resources. The PCCD general fund budget provides adequate resources to support the cost of instruction, student services and institutional support. Planning for long-term liabilities consists primarily of general obligations bonds to cover the cost of future retiree health benefits.

In December 2005, PCCD became the first public entity in the country to issue OPEB bonds to fund lifetime health benefits. The proceeds of the bonds are in an Indentured Trust Fund and can only be used to pay or reimburse the District for payment of retiree health benefit costs. Investments to date have been sound and are regularly reviewed. In the most recent actuarial study, the OPEB actuarial accrued liability (AAL), unfunded actuarial accrued liability (UAAL), and annual required contribution (ARC) were identified as $174,703,920, $174,703,920 and $11,228,305 respectively. The ARC is used as the basis for determining expenses and liabilities under GASB43/45. [REF: PCCD Actuarial Study of Retiree Health Liabilities].

In 2006 and 2009, the District restructured the 2005 OPEB bonds. For the 2006 transaction, three short maturities of current interest bonds were restructured to mature in 2049. In the 2009 transaction, two short maturities of current interest bonds were restructured to mature in 2011 to 2015. As a result, these transactions increased the overall debt service to the program. In October 2011, the District restructured the current interest bonds that were issued in 2006 and 2009. The purpose of this restructuring was to provide debt service payment relief to the unrestricted general fund. At that time, the District was in a position where it had to cut in excess of $15 million to balance its operating fund (unrestricted general fund). Further, plans were developed to cut the District's operating fund in anticipation of additional workload reductions at the State level, increases attributed to CalPERS employer contribution increases, increases in health and welfare expenditures for current employees, and increases in debt services payments attributed to OPEB bonds. A summary of the debt services prior to and after the restructuring is provided below.

	Debt Service Prior to Restructuring	Debt Service Post Restructuring
Estimated Debt Service in 2012	$8,104,282.78	$1,637,033.92
Estimated Debt Service in 2013	$9,159,220.60	$4,247,467.76
Estimated Debt Service in 2014	$10,366,629.27	$5,810,280.98
Estimated Debt Service in 2015	$11,745,840,47	$6,727,396.13
Estimated Debt Service in 2016	$19,823,770.80	$7,646,992.27
Estimated Debt Service in 2017	$9,247,141.55	$13,312,115.32

After fiscal year 2017, the average annual increase in debt service will be approximately 3%. Due to these restructurings, the District's unrestricted general fund saved approximately $29

million in debt service payments over this six-year period. [REF: Peralta CCD – OPEB Substantive Plan, December 2012]

The District has appropriated additional resources to fund the gap between the OPEB Trust assets and the District's Actuarial Accrued Liability (AAL). As a result of a multi-year savings plan, the estimated actual balance held in the District's OPEB Special Reserve Fund, as of June 30, 2014 was $10,256,579 [REF: PCCD Final Budget-2014-15]. Amounts on deposit in the unrestricted OPEB Reserve Fund are available to pay for SWAP Agreement termination payments, debt service on the 2005 Bonds, or Other Post-Employment Benefits. Although the OPEB Reserve Fund is available to pay debt service on the Bonds the District has budgeted for fiscal year 2014-15, sufficient amounts from the General Fund are available to satisfy debt service on the 2005 Bonds.

The Peralta Community College District negotiates with three recognized employee bargaining units. The results of these negotiations often affect the level of benefits provided to employees and future retirees with associated cost to the District. Those bargaining units are Service Employees International Union (SEIU) Local 1021, International Union of Operating Engineers (IUOE) Local 39, and California Federation of Teachers Local 1603 (Peralta Federation of Teachers or PFT). Effective July 1, 2012, the District and the bargaining units successfully negotiated numerous changes including plan design changes, employee contributions, and the incorporation of a variable rate cap limiting the amount the District pays for medical and dental benefits. The changes for medical plans introduced a mid-level self-funded medical plan that provides the same level of benefits as the District's traditional self-funded plan, but exclusively utilizes the network provided by Anthem Blue Cross. Employees that see practitioners outside of the Anthem Blue Cross network now have to pay a premium difference, which varies with the number of dependents, covered ($15 - $45 monthly). The District continues to offer a Kaiser plan free to employees. Employees hired on or before June 30, 2004 are eligible to receive District paid benefits for the duration of the employees' life. Employees hired after June 30, 2004 and retired from the District with 10 years of service are eligible to receive District paid benefits until the age of 65, at which time the employee would then have coverage under Medi-Cal/Medicare. With the incorporation of these plan changes, changes in employee contributions, and the District paid cap, the annual savings to the District is approximately $500,000. In addition to this annual savings, the District also realized a long-term savings or reduction in the long-term liability, as reflected in the reduction of the actuarial determined OPEB liability. Prior to these changes, the District's actuarial determined OPEB liability was approximately $221 million. The current actuarial determined liability is $174,703,920 [REF: PCCD Actuarial Study of Retiree Health Liabilities].

Beginning in fiscal year 2010-11, the District implemented an OPEB liability based on employees' salaries to set aside funds in the OPEB Trust to pay for the cost of current employees' future benefits. For fiscal year 2011-12, the OPEB charge resulted in approximately $7 million of additional deposits into the OPEB trust. Based upon the most recent actuarial study, the OPEB charge was initially calculated at 12.5%. For fiscal year 2014-15, the employee liability is calculated at 9.5%. This amount is applied to all budgets that support positions eligible for OPEB. The District estimates that this will, over the course of a 25-year period, result in approximately $150 million of deposits to the OPEB Trust, not

including any interest earnings or appreciation through investments. The transfers to the OPEB post-retirement fund are made with every payroll. The most recent actuarial study, cited above, was reviewed and discussed with the Planning and Budgeting Council to update committee members on the status of the District's liability for post-retirement benefits [REF: PBC Minutes- March 2013]. The actuarial study was also on the agenda of the Board of Trustees as an information item in relation to submission of an ACCJC report [REF: Board Agenda- March, 26 2013].

At its April 2011 meeting, the PCCD Retirement Board (RB) approved bylaws and a charter that clearly articulates the mission and purpose of the Retirement Board. The RB is comprised of five voting members, with the Vice Chancellor of Finance as Chair. Terms of service for the RB are two years. In addition, there are six advisory members: Each of the three collective bargaining groups within PCCD has an advisory seat and the Peralta Retiree Organization (PRO) has three seats. The RB meets quarterly and all agendas, meeting minutes and documents are posted online [REF: Board of Trustees Website]. At the January 26, 2012 meeting of the RB, Neuberger Berman was selected to serve as the Discretionary Trustee of the OPEB trust. Functioning in this role, the Neuberger Berman Discretionary Trustee ensures the (Investment Policy Statement (IPS) is adhered to by the investment managers; is monitored by the investment managers, and is evaluated them against their established benchmarks. Neuberger Berman also advises and makes recommendations to the RB on changes to the IPS as circumstances and the markets change. Additionally, Neuberger Berman also functions as the custodian of the plan assets. As of September 11, 2014 the OPEB investment trust had assets of $218,549,849 [REF: Neuberger Berman Investment Performance Update] with a projected liability of $174,703,920 [REF: PCCD Actuarial Study of Retiree Health Liabilities]

Two bond measures approved by local voters, support PCCD operations. Measure A, passed in 2006, was a $390 million General Obligation Bond designated for capital improvements, including construction and renovation, and instructional equipment. Measure B – Parcel Tax was a special parcel tax measure approved by voters on June 5, 2012. Measure B provides the District with an annual $48 parcel tax on all parcels located within the District's boundaries each year, for eight years. Measure B's designated use is maintaining core academic programs, such as Math, Science, and English; training students for careers; and preparing students to transfer to four-year colleges and universities. [REF: Measure B].

Recently, taking advantage of historically low interest rates, the District refunded its outstanding general obligation bonds. These bonds, are related to the issuance of Series B, C, and D General Obligation Bonds, Election 2000 Series A and B District General Obligation Bonds, and Election 2006 General Obligation Bonds. Due to its fiscal stability and sound financial stewardship, the refinancing will save local taxpayers nearly $18 million over the 21-year life of the bonds. The District went to market with $157,725,000 in new bonds to refund outstanding bonds approved by voters in 1992, 2000 and 2006 to enhance and modernize District facilities. [REF: Media Release- September 4, 2014]

Self-Evaluation

The College meets the standard.

The District has taken great strides in the past few years to address the issues and concerns raised by the PCCD Governing Board and the ACCJC about the long-term sustainability of the OPEB program. Two of the major achievements that will aid in the long-term sustainability of the program are the debt service restructuring and the implementation of the OPEB liability. As mentioned previously, the debt service restructuring will provide the District with budgetary relief of approximately $29 million and the OPEB charge has created an ongoing and dedicated revenue stream that will over time, fund the Actuarial Accrued Liability (AAL). It is anticipated that any valuation in excess of the AAL will be used to satisfy the OPEB bond debt service obligations. Through sound fiscal management practices at the College and District levels, long-term liabilities and priorities are clearly identified and plans for payments have been developed and implemented to maintain fiscal stability.

Actionable Improvement Plans

None

IIID. 1.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.

Description

The development of the College budget is driven by COA's mission and strategic goals. Strategic planning is the foundation for all financial planning. All financial planning is done within the parameters of goals and objectives, which are aligned with the five District-level strategic planning goals. [REF: District Strategic Plan]

For operational integrated planning and budgeting, the District implemented the Planning and Budgeting Integration Model (PBIM) in 2009. This participatory governance structure was updated in 2014 [REF: PBIM Overview 2014] to include the alignment with the District Mission, Strategic Planning Goals and Institutional Objectives. [REF: PBIM FLEX Day Presentation]. The PBIM provides the structure for broad constituent and college-based communication and input in the budget development process. The budgeting process becomes the vehicle for the allocation of financial, human, physical and technology resources to address College priorities for student learning programs and services and to meet College educational objectives. The highest level of participatory governance is the Planning and Budgeting Council (PBC).

The College and the PCCD have clearly defined guidelines and processes for financial planning and budget development. Board Policy 6200 Budget Preparation [REF: Budget Preparation] articulates and defines the process by which the College develops its annual fiscal year budget in an open, transparent and communicative manner. BP 6200 defines the criteria for addressing the District's long-term mission, goals, and commitments in the budget building process. BP 6200 also includes a statement, which supports the College and District's educational plans. Administrative Procedure 6200 [REF: AP 6200 Budget Management] details the process to implement this policy, which includes a budget calendar, budget directives, a timeline for budget preparation, budget consolidation, budget presentation, and adoption of the tentative and final budgets each year.   Board Policy 6300 Fiscal Management and Accounting [REF: BP 6300 Fiscal Management]establishes

procedures to assure that the District's fiscal management is in accordance with Title 5 Section 58311 of the California Code of Regulations. Title 5 requires that institutions have adequate internal control; fiscal objectives, procedures and constraints are communicated to the Board and employees; adjustments to the budget are made in a timely manner; management information systems provide accurate and reliable fiscal information; and responsibility and accountability for fiscal management are clearly delineated.

Annually the District Office of Finance and Administration sends to the College Presidents and Directors of Business and Administrative Services the guidelines for completing the annual budget. The notice includes the budget development calendar, the most current revenue assumptions from the CCCCO, a record of the current discretionary allocations, and the position control report. The District Finance Office also sends budget worksheets, guidelines, and deadlines for all categorically funded programs. The Director of Business and Administrative Services reviews the information and distributes information and worksheets to each of the cost center managers for review. To ensure that all positions are funded in the future fiscal year, the cost center managers review the information and submit any changes to the Director. The cost center managers work with the College Finance Office to update any changes to the budget worksheets for submission to the District Finance Office. Worksheets are also distributed to cost centers that manage grants so their budgets can be set up during this period to ensure funds are available to July 1. The College Finance Office distributes any new funds as indicated in prioritized resource requests. The College Finance Office works with a broad cross-section of the campus community, including staff, faculty, students, and administrators to develop their budgets. As worksheets are received by the units, the budgets are reviewed and prepared for submission to the District Finance Office. The College meets and often exceeds budget building milestones.

The College returned its budget development documents to the Vice Chancellor of Finance before the deadline in the 2013-14 budget-building calendars. Based upon these documents, and the 2014-15 Final Budget Assumptions, a Tentative 2014-15 Budget was compiled and approved by the Board of Trustees in June 2014. The Tentative Budget was communicated throughout the institution through the participatory governance structure via the Planning and Budgeting Council in their last meeting of the 2013-14 academic year [REF: PBC Minutes May 9, 2014]. When the State adopted its final budget, the District began to work to refine and adjust the Tentative Budget to establish the Final Budget for 2014-15 which was approved by the Board of Trustees on September 9, 2014 [REF: PCCD Final Budget 2014-15]

Self-Evaluation

The College meets the standard.

The College shared governance structure allows appropriate opportunities for all constituencies to participate in the budget development process. The District-wide participatory governance structure ensures that all constituencies are represented throughout the budget development and planning processes by articulating well-defined policies and procedures. In a recent Intuitional Effectiveness survey, 71 percent of faculty and 46 percent of staff surveyed indicated that they mostly or entirely agree that they have opportunity to participate in improving the effectiveness of the College [REF: Institutional Effectiveness

Survey- 2014]. The survey results indicated that 60 percent of those surveyed somewhat agreed, mostly agreed, or entirely agreed that COA reviews and modifies its planning processes. Sixty-three percent somewhat agreed, mostly agreed, or entirely agreed that COA reviews and modifies its resource allocation processes and 55 percent agreed that COA systematically reviews and modifies its evaluation processes.

IIID. 2. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Description

Placing high value on financial integrity and responsible use of resources, the College and the District have various internal controls and processes in place. The District's Internal Auditor [REF: Internal Audits] performs regular audits of procurement, as well as routine checks on processes that involve cash-handling. For additional assurance, the external auditing firm annually audits internal controls to ascertain compliance with generally accepted accounting principles. The District utilizes the dynamic PeopleSoft/Prompt system that integrates data from Student Services, Human Resources, Payroll, Finance and Financial Aid modules. To ensure financial integrity of the institution and responsible use of resources, the PeopleSoft/Prompt system has built-in mechanisms, such as user IDs and passwords that allow system access only to appropriate users. For instance, some users may be granted query access only, so that they can review but not change the data.

The PeopleSoft enterprise reporting system (ERP) is used to record journal entries, accounts payable, accounts receivable, revenues, payroll, grants, purchase requisitions as well as budget information. The College and the District disseminate dependable and timely information for sound financial decision making. The District-wide Planning and Budgeting Council regularly reviews and discusses timely budget reports. The College Business Office must electronically approve all budget transfers, electronic personal action forms (epafs), and requisitions. The District Office of Finance must approve all journal entries and budget journals.

The ERP system is used to record and update transactions continually and thus provides accurate up-to-date accounting information. Various reports and queries can be run on demand, including financial and budget reports. All managers are responsible for regularly monitoring their budgets and expenditures and to use these guides for sound decision-making. College administrators review their budgets regularly during the course of the fiscal year.

If there are any changes to permanent positions after the final budget is loaded, those additions or deletions can only be made upon submission of an epaf by the appropriate administrator. The form is reviewed by the manager's immediate supervisor and approved by the Director of Business and Administration and he College President before transmission

to the Office of Human Resources and District Payroll. The purchasing and procurement system has controls that preclude charges to accounts that have insufficient funds. The purchasing approval process requires several levels of approval. Approval is required from the manager of a unit, the Director of Business and Administrative Services, and the District Director of Purchasing. These safeguards protect the College from unauthorized or inappropriate use of funds.

Self-Evaluation

The College meets the standard.

The financial management system has appropriate control mechanisms and dependable and timely information for sound financial decision-making. Internal controls are maintained at both the College and District level.

Actionable Improvement Plans

None

IIID. 2.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.

Description

The College and District financial documents have a high degree of credibility and accuracy and the budget reflects appropriate allocation and use of resources to support student learning programs and services. The District prepares financial reports throughout the fiscal year, including the tentative budget, a mid-year report and the final adopted budget. These reports are reviewed by the Planning and Budgeting Council (PBC) and presented to the Board of Trustees. Copies are distributed electronically to the PBC and Board of Trustees and posted online on the District website under District Offices/Business Services [REF: District Business Office]. The allocation of resources to support student learning programs and services is guided by the Colleges' Educational Master Plans, the District Strategic Plan, Comprehensive Program Reviews, and Annual Program Update documents. Resource allocations are distributed based upon base budgets and established allocation processes articulated in the Budget Allocation Model (BAM) [REF: District Budget Allocation Model] and Administrative Procedures AP 6200 Budget Management and AP 2300 General Accounting. [REF: AP 2300 General Accounting ; AP 6200 Budget Management]

The District prepares numerous financial documents, all of which are prepared in a timely manner, broadly distributed, and used for evaluative purposes. Financial documents include, but are not limited to: an annual financial audit report, 311A- Annual Financial and Budget Report, annual external audits, monthly updates to the Board of Trustees, and monthly budget status reports. As required by California Education Code, the State Budget and Accounting Manual, and Board Policy 6400 Audits [REF: AP 6400 Audits] the integrity of financial operations is ensured by an annual audit that is performed by independent Certified Public Accountants (CPAs) who posses the qualifications and credentials required by the

State of California and are experienced auditing California community colleges. The audits are conducted in a manner that complies with Education Code and State regulations, the Federal Single Audit Act and OMB A-133, applicable requirements and standards set forth by the California Department of Finance, and guidelines published by the American Institute of Certified Public Accountants.

The June 30, 2013 fiscal year end audit was completed in a timely manner and submitted to the State Chancellor's Office within the statutory timeframe required. The audit was performed on all financial records of the District. As noted on page 81 of the audit report [REF: Annual Financial Audit Report- 2013], the District received an unmodified (unqualified) audit opinion in relation to its financial statements and received a qualified audit opinion related to federal and state compliance. An unmodified (unqualified) audit opinion indicates that the District's financial statements and records are free from material errors and are maintained within generally accepted accounting standards.

The Vice Chancellor of Finance prepares a management report in response to the annual audit that includes actions taken or planned in response to the auditor's findings and recommendations. Recommendations made by the auditors are either fully implemented or considered completed, or if they are not, an explanation is provided with a plan of action to remedy the situation. The District utilizes a Corrective Action Matrix (CAM), to track and monitor progress resolving all audit findings. The CAM includes responsible parties, a timeline and action plans for remedying the recommendation. [REF: Corrective Action Matrix 9/21/14]

Typically, the major types of audit findings are: 1) financial accounting and reporting, 2) non-compliance with Federal Single Audit requirements, and 3) non-compliance with State program laws and regulations.

The table below provides an overview of the number and types of findings reported with the last three financial reports [REF: Annual Financial Audit Report- 2013; Annual Financial Audit Report- 2012; Annual Financial Audit Report-2011]

Types and Classification of Findings – 3 Year History

Type of Audit Finding	2012-13	2011-12	2010-11
Financial Accounting and Reporting	3	0	12
Single Audit	6	4	7
State Compliance	5	4	4
Total Audit Findings	14	8	23

Classification of Audit Finding

Material Weaknesses	2	0	5
Significant Deficiencies	12	8	18
Total Audit Findings	14	8	23

The 2013-14 Auditor's Report identified certain deficiencies in internal controls that are considered to be material weaknesses and significant deficiencies. A *deficiency in internal controls* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the district's financial statements will not be prevented, or detected and corrected, on a timely basis. Two findings (2013-1 and 2013-2), described in the accompanying CAM, were determined to be material weaknesses. They have, however, been resolved. A *significant deficiency* is a deficiency, or combination of deficiencies, in internal control that is less severe than a material weakness yet important enough to merit attention by those charged with governance. One finding (2013-3), described in the accompanying CAM, was determined to be a significant deficiency. It also has been resolved. There were fourteen findings in the 2012-13 Auditor's Report classified as deficiencies. It should be noted that all of the corrective actions for the findings have been or are projected to be fully implemented by December 31, 2014. [REF: Corrective Action Matrix 9/21/14] The District's annual audit report for the fiscal year ending June 30, 2014 will be publically available in December 2014. At that time, the Vice Chancellor of Finance will reassess its achievements and develop corrective actions for any new findings, if necessary.

Self-Evaluation

The College meets the standard.

The annual audit report, which includes audits of OPEB funds, capital outlay bonds, and the Measure B Parcel Tax, are presented to the Board of Trustees and placed on the District website. Audit findings are supported by recommendations from the external auditor and are responded to in the form of an action plan.

Actionable Improvement Plans

None

IIID.2.b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Description

Institutional responses to external audit findings are comprehensive, timely, and broadly disseminated. Audit findings are first reviewed in an exit conference attended by the audit firm, the District Vice Chancellor of Finance, District accounting and finance staff and, depending on the significance of audit findings in any college operational area, the appropriate college staff. The complete audit report is presented to the Governing Board annually, as soon as they are available. The annual audit report was presented to the Board of Trustees by the independent auditor in January 21, 2014 [REF: Board Agenda- January 21, 2014] and subsequently placed on the District website for information and access by all employees and the public [REF: District Business Office]. Through the audit report, the Board is made aware of any audit findings and recommendations provided by the auditors, along with the administration's response to each finding and the management report. The Vice Chancellor of Finance assembles all findings, draft responses, and is responsible for compiling the management responses that are incorporated into the completed audit report. The administration's response to each finding includes actions taken and/or planned in response to the auditor's findings and recommendations. Recommendations made by the auditors are either fully implemented (completed) or if not, an explanation is provided by management. The annual audit report also includes the previous year's audit findings and recommendations, along with a summary of corrective action, responsible parties and timelines for completion, if appropriate. [REF: Annual Financial Audit Report- 2013; Annual Financial Audit Report- 2012; Annual Financial Audit Report-2011 ; Corrective Action Matrix 9/21/14]

Annual audit reports and the corrective action matrix are presented to the Planning and Budgeting Council (PBC) and the Chancellor's Cabinet. In 2014, the PBC first reviewed and discussed the 2012-13 audit report during their January 31st meeting [REF: PBC Minutes-January 31, 2014]. District financial information, including annual audit reports, are published regularly and copies of these documents are made public by posting online. They can be found at the webpage for District Offices/Business Services. [REF: District Business Office]

Self-Evaluation

The College meets the standard.

The District's financial audits are publicly available and reviewed at regularly scheduled Board meetings, participatory governance meetings, and staff and management meetings. When audit findings are identified, the College and the District take timely and appropriate

action to implement corrective actions to address the deficiency. Communication regarding financial planning, budgeting, and annual audits is extensive and information is widely available for public review.

Actionable Improvement Plans

None.

IIID.2.c. Appropriate financial information is provided throughout the institution in a timely manner.

Description

The College and the District provide appropriate and timely financial information. The institution uses the PeopleSoft system to record and monitor functions and activities related to student, financial aid, finance, position control, payroll, grants, and human resources. In the Finance module, revenues and expenditures are accounted for separately. Non-payroll expenditures are recorded through the requisition and procurement processes beginning wih an approval process, which begins with the College level division administrator, is routed for approval to the College Business Office, to either Purchasing or Accounts Payable, and is finalized in the District Office of Finance and Administration. Similar processes are followed for expediting budget transfer, expenses reimbursements, independent contracts and petty cash. Position control is separately maintained with very limited access to campus staff. Each manager has access to the finance accounts, both restricted and unrestricted, for which they are responsible, with the option to either view the PeopleSoft screens or run various reports. These records are reliable and accurate and provide timely information to appropriate end users.

Key financial information is disseminated to the College community throughout the year using a variety of communication methods in a timely manner. Financial and payroll reports are disseminated to the College from the District Finance Office once the month's payroll has been posted. These reports are forwarded to the Directors of Business and Administrative Services and College Presidents for dissemination with campus managers and their staff. Periodic budget reports are periodically presented to the Budget Advisory Committee and to College Council.

Information concerning the California economy, state tax revenues and projections for community college budgets and the breakdown for PCCD are broadly dissemination by the Vice Chancellor of Finance and by constituent leaders throughout the District. Such timely and on-going information is communicated via e-mail distribution groups for the participatory governance committees (i.e. PBC@peralta.edu or DEC@peralta.edu ,etc.) via employee list serves (i.e. PPD Managers@peralta.edu or Laney-FAS@peralta.edu , etc.), and posted online on the District web site under the "planning and budgeting integration" tab. Additionally, the Vice Chancellor of Finance provides separate presentations at PCCD Board

meetings [REF: Board Presentation 9 – 9 -14], on FLEX days and during the PBIM Summit [REF: PBIM Summit Presentation] .

The CCFS 311 quarterly report is shared and discussed at the Chancellor's Cabinet and the Planning and Budgeting Council [REF: PBC Meeting Minutes- October 25, 2013]. The Board of Trustees also receives the CCFS 311 reports and monthly reports as part of the regular Board agenda. Board reports include budget transfers; approval of additional revenue; approval of grants; approval of purchase orders; and approval of consultant contracts. Trustees carefully review all agenda items for budgetary impacts. Presentations on the Tentative Budget and the Final Budget are done annually in two meetings (June and September respectively). [REF: Board Agendas- 2011-12]

Self-Evaluation

The College meets the standard.

The financial management system provides robust timely information on the current budget as well as prior year budget that may be used to support institutional and financial planning and financial management. Financial information is disseminated in a timely manner and readily available throughout the institution as well as available to the public. Financial reports can be run on an as-need basis and shared with the College community.

Actionable Improvement Plans

None.

IIID.2.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.

Description

All financial resources, including short and long-term debt instruments, auxiliary activities, fund-raising efforts, and grants, are used with integrity and in a manner consistent with the intended purpose of the funding source. In accordance with the California Community College Chancellor's Office (CCCCO) Budget and Accounting Manual, the District has uses a fund-based accounting system. A description of the District fund-based accounting system is included in the annual budget [PCCD Final Budget 2014-15]. Financial statements are produced from the PeopleSoft system to support all funds and other accounts to ensure integrity of information and to provide auditable records.   College administrators have access to the tools and reports that allow managers the ability to practice effective oversight of budgets. The District Finance Office monitors all college funds and recommends any

needed adjustments to and the College and shared governance committees. The Director of Business and Administration approves all purchase requisitions and budget adjustments. Purchase requisitions flow through the Business Office for approval to ensure expenditures meet relevant requirements. This allows corrections or adjustment to be made prior to the actual expenditure. All contracts entered into must be reviewed by the area manager, the Director of Business and Administrative Services, the College President, general counsel, and Vice Chancellor of Finance and Administration. Board Policy 6340 Contracts [REF: BP 6340 Contracts] and Administrative Procedure 6340 Contract [REF: AP 6340 Contracts] sets forth the requirements, procedures, and controls for processing contracts.

Grant applications are reviewed and approved prior to submission ensuring grants align with the mission of the department and the College and support the College and District Strategic Goals and Institutional Objectives. All grants must be approved by the Chancellor and the Vice Chancellor of Finance and Administration prior to submission. Principal investigators monitor grants and categorical funds, grant managers, and Associate Vice Chancellors or Vice Chancellors. Categorically funded and grant reports are prepared collaboratively between college departments and the District Finance Office prior to being submitted to the Vice Chancellor of Finance and Administration for approval and signature. Federal, state, or private grants expenditures are recorded in the PeopleSoft accounting system to ensure that financial records meet all reporting requirements and grant conditions.

As required by Board Policy 6400 Audits [REF: BP 6400 Audits], the District undergoes annual audits on its financial records, internal controls, and compliance with reporting agencies. . The June 30, 2013 fiscal year end audit was completed in a timely manner and submitted to the State Chancellor's Office within the statuary timeframe required by the State's Budget and Accounting Manual and title 5 Section 58305 of the California Code of Regulations. The annual audits cover the review of institutional investments and assets, Federal and State financial aid, auxiliary, capital outlay, capital bond funds, parcel tax, and foundations funds. Board Policy 6320 [REF: BP 6320 Investments] ensures that District funds not required for immediate needs are invested in accordance with California Government Code Sections 53600 et seq. Debt repayment obligations are reviewed on an ongoing basis and are included as part of the District's annual budget development process. All debts are reported within the District's annual financial statements, and audited as part of the annual audit report.

Voters passed a facilities bond measure (Measure A) in 2006 and a parcel tax (Measure B) in 2012 to support and strengthen core instructional programs. Each of these voter-approved programs' income and expenditures are recorded in the PeopleSoft accounting system to provide appropriate financial statements. Annual performance and financial audit reports are conducted on these funds to ensure the funds are appropriately handled and to ensure that the funds are being spent on projects that meet the requirements of the bond language. Measure A, a $390 million capital improvement bond, was passed by voters in 2006. Audits for Measure A can be found at [REF: Measure A Audit Reports]. The bonds are required to meet all of the obligations of a Proposition 39 bond measure, including the establishment of a Citizen's Bond Oversight Committee. The Citizen's Oversight Committee consists of seven members and is charged with reviewing bond use reports and insuring funds are spent in accordance with bond language. Board Policy 6740 Citizen's Oversight Committee [REF:

BP 6740 Citizens Oversight Committee] prescribes the formation of the committee and Administrative Procedure 6740 [REF: AP 6740 Citizens Oversight Committee] details membership, purpose, and operation of oversight committees. Information about the Measure A Citizen's Oversight Committee can be found at [REF: Measure A Committee Membership].

The District is also served by an independent Retirement Board for purposes of managing reserve funds to pay for future retiree health benefits. District funds have been transferred for independent fund management through a revocable trust overseen by the Retirement Board. Neuberger Berman was selected to serve as the Discretionary Trustee of the OPEB trust. Functioning in this role, the Neuberger Berman Discretionary Trustee ensures the Investment Policy Statement (IPS) is adhered to by the investment managers; constantly monitored by the investment managers; and evaluated against established benchmarks. Neuberger Berman also recommends to the RB of changes to the IPS as circumstances and the markets change. Additionally, Neuberger Berman also functions as the custodian of the plan assets. Agendas and meeting minutes of the Retirement Board, can be found at [REF: Retirement Board].

The financial aid departments use PeopleSoft systems to process and administer financial aid. Students submit required financial aid documentation to the College's financial aid department. Each campus has financial aid staff that reviews student financial aid files, determine student eligibility, package and award financial aid, and disburse aid to students. Students eligible for financial aid are disbursed financial aid twice a semester through a third party debit card servicer (Higher One). All state and federal funds are reported to state and federal systems within the required timeframe. The financial aid supervisors at the College complete required data reporting as mandated by state and federal regulations. Each campus financial aid supervisor also confirms that the financial aid department is following proper processes and maintains compliance within federal and state guidelines.

The District Financial Aid Office has created a financial aid policies and procedures manual that has been disseminated to each of the four colleges in the PCCD [REF: Financial Aid Manual]. The District Director of Financial Aid works with the campus financial aid supervisors to update the manual each award year. Each campus financial aid supervisor is responsible for ensuring that all staff are trained and informed of changes to the policies and procedures manual, as well as federal and state updates. The financial aid supervisors attend annual Federal and State financial aid conferences to stay up-to date with regulations. The District Director also meets with the financial aid supervisors on a monthly basis to ensure that guidelines are being met and the required work is completed.

District cash investments are governed by Board Policy 6320 Investments and accompanying Administrative Procedure 6320, both of which are based on California Educational Code 53600 – 53610 (http://web.peralta.edu/trustees/bps-aps/), which lists authorized and suitable investments. The District transfers all tax receipts to the Alameda County Treasurer for safeguarding and investment. The County Treasurer provides monthly reports on District cash and investments. Local voter approved tax revenue is accounted for separately by the County Treasurer and reported to the District. As noted previously, the District has also

transferred funds to the OPEB fund and contracts for investment management services in which this money is invested in a revocable trust fund outside of the District accounting system.

Self-Evaluation

The College meets the standard.

Through established business practices, internal controls are present ensuring that financial transactions are appropriately reviewed and vetted. The Governing Board is responsible for all commitments entered into by the College and the District, as required by Education Code and Board Policy.

Actionable Improvement Plans

None.

IIID.2.e. The institution's internal control systems are evaluated and assessed for validity and the results of this assessment are used for improvement.

Description

The internal control systems are evaluated and assessed for validity and effectiveness and the results of assessments are used for improvement. The District employs an Internal Auditor to ensure the integrity of the District accounting system and to ensure that all funds are used in accordance with the intended purpose of the funding sources. Internal audit reports are used to determine compliance with District policies and government regulations, improve operations, and to insure effectiveness in operations. Following is a partial list of internal audit assignments completed over the past twelve months.

1. Performed a prioritized district-wide risk assessment of key business systems and developed an internal audit plan and strategy, based on the risk assessment results and focusing on improving District personnel's accountability and efficiency.
2. Performed internal control evaluations of several key business systems (e.g. procurement, Independent Contractor Contracts, pension reporting, time and effort reporting, etc.), and provided internal control recommendations.
4. Assisted the Finance department in compiling and packaging business procedures manuals for accounting, time and effort reporting.
5. Provided best business practices and internal control advisories to Human Resource, Finance, Benefits, and Purchasing departments regarding compliance and internal controls.

6. Provided internal control advisories and audit plans to assist the Purchasing Department in creating a best-value, cost-effective approach to procurement of services to ensure effective and optimal use of scarce resources.

7. Coordinated and provided a single point of contact for all external audits, including the CalPERS audit, District annual audit, and IRS 1098T audits.

8. Developed a grants tracking database for the Grants departments to capture critical data for more efficient grants management.

9. Developed a best practices data security policy to be issued for the District.

Under Education Code Section 85266.5 fiscal independence is granted to a college/district by the Board of Governors and is based on the recommendations of the county office of education and the results of an audit of the college/district's internal controls by an independent Certified Public Accountant. When evaluating applications for fiscal independence, the Board of Governors assesses applicants based on four standards.

1. Adequate fund balances. The College/district has avoided deficit balances in its funds and has maintained a prudent reserve in its unrestricted general fund for the past five years.
2. Statute and Governing Board. The College/district makes only lawful and appropriate expenditures in carrying out the programs authorized by statute and by the governing board.
3. Adequate internal controls. The accounting, budgeting, contracts, management information systems, internal audit, human resource, and procurement departmental staff are adequate in numbers and skill level to administer administrative programs independent of detailed review by the county office of education and to provide an internal audit function that assures adequate internal controls.
4. Legality and propriety of transactions. The accounting, budgeting, contract, management information systems, internal audit, human resource, and procurement departmental staff exercise independent judgment to assure the legality and propriety of transactions.

The Vice Chancellor of Finance and Administration and the associated staff at the College and District provide the level of scrutiny called for under Education Code Section 85266.5. The Internal Auditor enhances the internal control structure by providing an ad-hoc independent review and periodic audits on a random basis. A major aspect of the established internal control structure is the ability for authorized users to review budgets and other financial information pertaining to their area of responsibility in a timely manner. College budget managers have access to PeopleSoft through Prompt. That system provides tools and reports to allow managers the ability to practice effective oversight of their budgets. The District Office of Finance and Administration monitors all college funds and recommends any needed adjustments to departments, divisions, participatory governance committees, and administrators. There are checks and balances built into District processes, such as document approvals at different levels and pre-approval of inter-fund transfer, by both the Director of

Business and Administrative Services and the District finance staff. There are routine checks on processes that involve cash handling, materials fees and inventory control.

Self-Evaluation

The College meets the standard.

The College and the District assess their internal controls on an on-going basis and use the results of those assessments to revise procedures as needed. College financial resources, including auxiliary and grant funds, are managed in accordance with appropriate procedures and used with integrity and in a manner consistent with the mission and goals of the College.

Actionable Improvement Plans

None

IIID.3. The institution has policies and procedures to ensure sound financial practices and financial stability.

Description

The PCCD Board of Trustees has developed multiple Board Policies to ensure sound financial practices. There are associated Administrative Procedures that outline the practices to be followed. These policies and administrative procedures are reviewed and revised on a regular basis. Additionally, the College and the District strictly adhere to the California Education Code, the CCCCO Budget and Accounting manual, and Title V regulations.

The following Board Policies and Administrative Procedures ensure sound financial practices and financial stability and can be found at: [REF: Board Policies and Administrative Procedures]:

- BP 6100 Delegation of Authority and AP Delegation of Authority for Business Services
- BP 6110 Workers Compensation Settlement Authority and AP 6110 Workers Compensation Settlement Authority
- BP 6150 Designation of Authorized Signatures and AP 6150 Designation of Authorized Signatures
- BP 6200 Budget Preparation and AP Budget Management
- BP 6300 Fiscal Management and Accounting and AP General Accounting
- BP 6320 Investments and AP 6320 Investments
- BP 6330 Purchasing and AP Purchasing
- BP 6340 Contracts and AP 6340 Contracts and AP 6350 Contracts Construction
- AP 6365 Accessibility of Information Technology

- AP 6385 Refreshments Meals Served at Meetings
- BP 6400 Audits and AP 6400 Audits
- BP 6500 Property Management and AP 6500 Property Management
- BP 6550 Disposal of Property and AP 6550 Disposal of Property
- BP 6600 Capital Construction and AP 6600 Capital Construction
- BP 6620 Naming of Buildings and Facilities and AP 6620 Naming of Buildings and Facilities
- BP 6700 Civic Center and Other Facilities and AP 6700 Civic Center and Other Facilities Use
- BP 6740 Citizen Oversight Committee and AP Citizen Oversight Committee
- AP 6801 Transportation Safety
- AP 6802 Injury Illness Prevention Hazardous Material Program

Self-Evaluation

The College meets this standard. .

The institution has policies and procedures to ensure sound financial practices and financial stability.

Actionable Improvement Plans

None

IIID.3.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.

Description

The College and the District have sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

The District ending fund balance provides for a reserve for economic uncertainty at a minimum of the 5% level recommended by the CCCCO plus a contingency reserve for unforeseen occurrences. The chart below shows the audited General Fund ending balances over the past four years.

Schedule of Financial Trends and Analysis

For the Year Ended June 30, 2013

	Budget 2013-14	Actuals 2012-13	Actuals 2011-12	Actuals 2010-11
Unrestricted General Fund				
Revenues*	111,171,357	107,394,573	104,769,229	112,425,309
Other Sources*	12,691,939	9,152,116	8,093,251	10,153,021
Total Revenues and Other Sources	*123,863,296*	*116,546,689*	*112,862,480*	*122,578,330*
Expenditures*	117,782,451	108,128,047	106,228,619	115,033,411
Other Uses and Transfers Out*	6,242,386	5,613,258	6,633,861	4,670,296
Total Expenditures and Other Uses	*124,024,837*	*113,741,305*	*112,862,480*	*119,703,707*
Increase (Decrease) in Fund Balance	(161,541)	2,805,384	-	2,874,623
Ending Fund Balance*	$15,326,744	$12,823,280	$10,017,896	$9,322,904
Available Reserves	*$15,326,744*	*$12,823,280*	*$10,017,896*	*$9,322,904*
Available Reserves as a Percentage of Total Outgo	12.36%	11.2%	8.88%	7.79%
Long-term Debt**	$664,718,582	$678,185,799	$677,829,167	$665,464,696
Annual Funded FTES***	18,626	18,191	18,006	19,510

*From Budget Books   **From Audit Reports   ***From State Certifications

While the recent economic conditions in the State have put a strain on the budget and cash flows, the College and the District have been fiscally conservative in their forecasts ensuring appropriate cash flow. Fund balances are managed through careful budget preparation, continuous monitoring and frequent updates to year-end balance projections. Board Policy

6200 Budget Preparation [REF: BP 200 Budget Preparation] provides the framework for budget preparation and Administrative Procedures 6200 [REF: AP 200 Budget Management] and 6300 General Accounting [REF: AP 6300 General Accounting] detail the practices and guidelines to be followed. These efforts help the College maintain balances at levels deemed necessary to offset the risks associated with both anticipated state deferrals (both intra and inter year) and unanticipated emergencies.

The College's cash flow is closely monitored throughout the year and with the advice of the District's financial advisor, an annual cash flow analysis is conducted each year. This analysis is used to determine if Tax Revenue Anticipation Notes (TRANS) short term borrowing will be needed to meet all expenditure requirements during the upcoming fiscal year. When cash-flow projections have predicted shortfall, the District has participated in tax anticipation programs, which provide low interest, short-term borrowing against future tax revenues. No TRANS were sought or needed during the 2013-14 fiscal year, or are any anticipated for the 2014-15 fiscal year. Active management of payments and receipts is utilized throughout the year to maximize the availability of cash from payables and receivables. Combined, these efforts have provided the College and the District the necessary cash to meet all obligations.

The District calculates known liabilities for employee vacations, faculty banked leave/overloads, and retiree health benefits (OPEB liabilities are described elsewhere in this report). Accumulated unpaid vacation benefits are accrued as a liability as the benefits are earned. The entire compensated absence liability is presorted on the financial statements [REF: Annual Financial Audit Report- 2013]. For government funds, the current portion of unpaid compensated absences is recognized upon the occurrence of the relevant events, such as employee resignations and retirements prior to year end that have not yet been paid with expendable available resources. These amounts are reported in the fund from which the employees who have accumulated leave are paid. The District also participates in "load banking" with eligible academic employees when the employee teaches extra courses in one period in exchange for time off in another period. Sick leave is accumulated without limit for each employee based upon negotiated contracts. Leave with pay is provided when employees are absent for health reasons; however, the employees do not gain a vested right to accumulated sick leave. Employees are never paid for any sick leave balance at termination of employment or any other time; therefore, the value of accumulated sick leave is not recognized as a liability in the District's financial statements. Retirement credit for unused sick leave is applicable to all academic and classified employees. These fiscally prudent actions support a district financial position, which safeguards student learning and student support services.

Self-Evaluation

The College meets the standard.

These fiscally prudent actions result in a financial position, which safeguards student learning, and support services needs for the future. Active management of payments and receipts is also utilized throughout the year to maximize the availability of cash from

payables and receivables. Combined, these efforts have provided the College and the District the necessary cash to meet all obligations.

Actionable Improvement Plans

None

IIID.3.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.

Description

To ensure oversight of finances including financial aid, grants, externally funded programs, contractual relationships, foundations, and investments, the institution has an annual external audit, prepared in accordance with generally accepted accounting principles that is comprehensive and thorough [REF: Annual Financial Reports]. As required by state law, the District retains an independent audit agency that performs separate audits of Proposition 39 bond funds and investments annually. Part of the scope of the audit includes an evaluation and review of financial statements,

The Peralta Colleges Foundation (the Foundation) is a legally separate, 501©3 tax-exempt organization and as such has its own audit each year by an independent auditor. The Foundation acts primarily as a fundraising organization to provide grants and scholarships to students and support to employees, programs, and departments of the District. Although the District does not control the timing or amount of receipts from the Foundation, the majority of resources or income the Foundation holds and invests is restricted to the activities of the District by the request(s) of the donors. Because the amount of receipts from the Foundation is insignificant to the District as a whole, the Foundation is not considered a component unit of the District. [REF: Annual Financial Audit Report- 2013]

The District Financial Aid Office works in conjunction with the colleges and the Vice Chancellor of Finance and Administration to ensure that appropriate procedures are followed. There is an oversight committee for the facilities bond, Measure A, and for the parcel tax, Measure B. The group meets regularly to review expenditures and revenue these funding sources. The agendas and meeting minutes are available online at [REF: Measure A].

The Vice Chancellor of Finance and Administration using investment options in order to earn additional revenue and interest manage institutional investments. Those options are reviewed on a regular basis by the Board of Trustees. Assessment and evaluation of District-wide financial processes occurs on an ongoing basis. Tools for the effective oversight of finances may include the annual audit and related corrective action matrixes for audit findings, categorical program reports and grant program reports, which are submitted per compliance requirements. The District also provides monthly reports including budget and expenditure

reports for College analysis. Additionally, the College and the District submit required financial and non-financial reports to the State Chancellor's Office and the Accrediting Commission for Community and Junior Colleges (ACCJC). Many of these reports provide analysis of revenues and expenditures that demonstrate monitoring of fiscal conditions. [REF: ACCJC Special Report- April 2013]. Budget managers have access to and utilize the PeopleSoft system to run reports covering expenditure rates, negative balances, and budget history to analyze trends and make budget adjustments.

The College and the District use a position control structure to monitor and maintain personnel budgets for all funds. Through the use of position control, staffing needs are identified and analyzed in support of program review priorities and recommendations. Human resource requests are identified by annual unit plans and/or program reviews by departments and prioritized through the integrated planning and budget process. College-wide human resource priorities are not only based upon unit plans; they may also be based upon specific criteria such as legal mandates and/or health and safety requirements. Human resource priorities identified in unit plans must support student success, essential operations, and the mission and goals of the College. As funding becomes available, positions are created and filled.

Effective oversight of finances is supported through policies and procedures mentioned in previous sections of this report, including budget development, budget management, and accounting and fiscal monitoring. These policies and procedures articulate and define the process of how the College will develop is annual fiscal year budget in an open and transparent manner. The Integrated Planning and Budget Building Calendar set the timeline for those actions. [REF: Board Policies and Administrative Procedures; 2014-15 Integrated Planning and Budget Building Calendar]

Self-Evaluation

The College meets the standard.

There is sufficient oversight at the College and the District to ensure proper management of all finances, including financial aid, grants and externally funded programs and auxiliary services. There is appropriate monitoring of the student loan defaults as well as the revenue streams and assets. Financial reviews are ongoing at various levels beginning with college-level departments, through the campus finance department, divisions to the VPs, the President and to the District Office of Finance and Administration. Audits are performed by both external auditors and the internal auditor. The external auditor presents the audit results to the Board of Trustees each year. Copies of the audits and financial reports are available to all as they are posted on the District website(s). The oversight structure enforces consistent and uniform application of policies, procedures and accounting principles, emphasizing adherence to internal controls, thus ensuring compliance with federal, state, and local reporting requirements.

Actionable Improvement Plans

None

IIID.3.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.

Description

The College and the District plan for and allocate appropriate resources for payment of liabilities and future obligations. A review of both short term and long term liabilities is part of the annual budget building process. Information related to all liabilities is part of the annual audit. All information is presented to the Planning and Budgeting Council and the Board of Trustees. Additionally the OPEB liability is monitored closely by the Retirement Board. Other compensation-related obligations, such as employee vacation accrual, sick leave, and load banking are calculated annually. Expenses are recorded in the year they occur and adequate resources are set aside to cover the estimated long-term liabilities.

The District has addressed the OPEB liabilities to cover the medical insurance costs for retirees in accordance with negotiated contracts with the various bargaining units of the District. Employees hired on or before June 30, 2004 are eligible to receive District paid benefits for the duration of the employees' life. Employees hired after June 30, 2004 and retired from the District are eligible to receive District paid benefits until the age of 65, at which time the employee would then have coverage under Medi-Cal/Medicare as the primary source of medical coverage with the District's coverage becoming secondary.

Effective July 1, 2012, the District and the three collective bargaining units successfully negotiated numerous changes including plan design changes, employee contributions, and the incorporation of a variable rate cap limiting the amount the District pays for medical and dental benefits. The plan design changes for medical plans introduced a mid-level self-funded medical plan which provides the same level of benefits as the District's self-funded plan, but exclusively utilizes the network provided by Anthem Blue Cross. The District continues to offer its traditional self-funded PPO plan which allows employees to see practitioners outside of the Anthem Blue Cross network, but employees now have to pay the premium difference between this mid-level plan (PPO lite) and the traditional PPO plan. The District continues to offer a Kaiser plan that is free to employees. The District and the bargaining units also agreed upon the maximum contribution the District will pay for dental benefits. With the incorporation of these plan design changes, employee contribution, and the District paid cap, the annual savings to the District is approximately $500,000 [REF: REF: Peralta CCD – OPEB Substantive Plan, December 2012]. In addition this annual savings, the District will also realize a long-term savings, or reduction in long-term liability, as reflected in the reduction of the actuarial determined OPEB liability.

PCCD developed an OPEB Substantive Plan in December, 2012 [REF: Peralta CCD – OPEB Substantive Plan, December 2012]. This plan was revised/updated in September 2014 and

contains four elements. The first element covers associated liabilities, which consist of the debt service associated with the bonds sold to fund the revocable trust, the six tranches of SWAP agreements, and the actuarial study projecting the actuarial accrued liability directly related to the existing OPEB obligation. The second element covers restricted assets set-aside to fund the ongoing expenses and liabilities within the OPEB program. The two assets within the program are the investments currently held in the revocable trust originating from the bond sale in 2005 and the OPEB reserve fund held in the Alameda County Treasurer's Office. The third element consists of the annual expenses incurred related to the operations of the OPEB program. These expenses are a result of fulfilling the OPEB obligations to existing retirees, setting aside funds to pay for future obligations for current employees when they retire, annual debt service payments associated with the bonds, operational expenses related to maintaining the trust, and periodic payments that are contractually required under the existing B-1 SWAP. The fourth element is the revenues that have been and will continue to be transferred into the revocable trust to fund the expenses and liabilities. These revenues include the OPEB charge that is now applied to all budgets that support positions eligible for OPEB, in addition to any appreciation in market value of the portfolio within the revocable trust.

Central to the long-term sustainability and funding of the OPEB program is for the revenues (OPEB charge and Trust appreciation) to be able to support the annual expenses of the trust as well as to fund the Actuarial Accrued Liability (AAL). The District has appropriated additional resources to fund the gap between the OPEB Trust assets and the District's AAL (this is the OPEB Reserve Fund). The estimated balance in the OPEB Reserve, as of June 30, 2013, exceeds $10,000,000. This amount is available to pay for any lawful expenditures of the District, including but not limited to SWAP Agreement termination payments, debt service on the 2005 Bonds, or Other Post-Employment Benefits. Although the OPEB Reserve Fund is available to pay for debt services on the bonds, the District continues to budget sufficient amounts from the General Fund to satisfy debt service obligations and related refunding.

Beginning in fiscal year 2010-11, the District implemented an OPEB charge to supplement funds available in the OPEB Trust to pay for Other Post-Employment Benefits. The OPEB charge is a uniformly applied District-paid charge to all programs and is a function of the current Annual Required Contribution (ARC) calculated as a percentage of payroll for all OPEB eligible active employees. Based on the current actuarial study, the OPEB charge for 2014-15 is calculated to be 9.5%. The funds to which the OPEB Charge is applied each fiscal year are accounted for in the OPEB Reserve Fund. The District estimates that the OPEB Charge will, over the course of a 25-year period, result in approximately $150 million in deposits to the OPEB Trust, not including any interest earnings or appreciation through investments.

The District has made great strides over the last few years to address the issues and concerns raised by the PCCD Governing Board and ACCJC about the long-term sustainability of the OPEB program. Two of the major achievements that ensure the long-term sustainability of the program are the debt service restructuring that occurred in 2011 and the implementation of the OPEB charge. The debt service restructuring provided the District with budgetary relief of over $29 million over a five year period and the OPEB Charge has created an

ongoing and dedicated revenue stream what will, over time, fund the Actuarial Accrued Liability (AAL). Investments to date have been sound and are regularly reviewed. In the most recent actuarial study, the OPEB actuarial accrued liability (AAL), unfunded actuarial accrued liability (UAAL), and annual required contribution (ARC) were identified as $174,703,920, $174,703,920 and $11,228,305 respectively. The estimate of the current value of the assets held in the OPEB Trust is $218,549,849. [REF: Neuberger Berman Investment Performance Update]

Self-Evaluation

The College meets the standard.

Actionable Improvement Plans

None.

IIID.3.d. The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

Description

The District contracted with Total Compensation Systems, Inc. (TCS) to analyze liabilities associated with its current retiree health program (OPEB) as of November 1, 2012. The report was prepared in compliance with GASB 43 and 45, which requires an actuarial study no less frequently than every two years. he actuarial report includes estimates for PCCD's retiree health program and results from a cash flow adequacy test as required under Actuarial Standard Practice 6 (ASOP 6). The cash flow adequacy testing covers a twenty-year period. The estimates, calculated separately for active employees and retirees included:

- The total liability created (the actuarial present value of total projected benefits or APVTPB).
- The "ten year pay-as-you-go" cost to provide these benefits.
- The Actuarial Accrued Liability (AAL).
- The amount necessary to amortize UAAL over a period of 30 years.
- The annual contribution required to fund retiree benefits over the working lifetime of eligible employees (the "normal cost").
- The Annual Required Contribution (ARC), which is the basis of calculating the annual OPEB, cost and net OPEB obligation under GASB 43 and 45.

TCS estimated the "pay-as-you-go" cost of proving health benefits for current retirees, beginning November 1, 2012, to be $10,879,051. For current employees, the value of benefits accrued in the year beginning November 1, 2012 (the normal cost) is $1,256,073. This normal cost would increase each year based on covered payroll. The Actuarial Accrued liability (AAL) is $174,703,920. Combining the normal cost with the UAAL amortization costs produces an annual required contribution (ARC) of $11,228,305. This (ARC) is used as the basis for determining expenses and liabilities under GASB 43 and 45.

Results of the Actuarial Study, dated March 1, 2013, were reviewed and presented to both the Board of Trustees and the Planning and Budgeting Council. [REF: PBC Minutes March 2013]

Self-Evaluation

The College meets the standard.

The District has completed the actuarial plan and has determined the OPEB costs and ARC as required by appropriate accounting standards.

Actionable Improvement Plans

None.

IIID.3.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.

Description

On an annual basis, the District assesses and allocates resources for the repayment of locally incurred debt instruments that can affect the financial condition of the institution. As part of the annual budget development process, all debt obligations are recognized and sufficient resources are allocated for the payment of the upcoming fiscal year's debt obligation. As noted previously, the District did not need to issue Tax Revenue anticipation Notes (TRANS) in 2013-14 or fiscal year 2014-15. This significant improvement of the District's cash balances is the result of the passage of the local parcel tax, reduction in statewide deferrals, improved fiscal oversight, and adherence to established policies and procedures. The College and District's overall financial stability is currently characterized as stable and the district's management practices are considered "good" under Standard & Poor's Financial Management Assessment (FMA) methodology [REF: Standard and Poor's Report- 2011]

Both short-term and long-term debt obligations are reviewed by the Vice Chancellor of Finance and Administration and relevant information is provided as part of the annual budget

report to the Board of Trustees. Additionally, independent external auditors examine all debt obligations and related fiscal information as part of the annual audit process [REF: Annual Financial Reports].

Self-Evaluation

The College meets this standard.

The District assesses and allocates resources to meet locally incurred debt. Further, the District maintains a reserve range of over 12%.

Actionable Improvement Plans

None.

IIID.3.f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

Description

The College and the District monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirement. At the College level, the Financial Aid Office is under the guidance of the Dean of Enrollment Services. At the District level, centralized Financial Aid services are under the guidance of the District Director of Financial Aid and the Associate Vice Chancellor of Student Services. Types of processes vary among the various funds received and disbursed by the College and/or District [REF: Financial Aid Manual; Financial Aid Department]. All funds are reconciled as required by each state or federal funding source. Federal and state-funded programs are reviewed as part of the annual audit by the District's independent external auditor firm. [REF: Annual Financial Reports].

Federal regulations and statutes contain many default prevention measures designed to ensure that students do not default on their Title IV loans. The default provisions contained in federal regulations and statutes may not specifically state that they are default prevention measures, but thee provisions ensure that the student:

- Knows he/she has a loan obligation and not a grant.
- Understands the terms of the loan and repayment obligation
- Is properly notified as to when the repayment obligation begins
- Receives required notices relative to the loan obligation
- Begins repayment at the proper time.

College of Alameda Financial Aid staff members use the federal National Student Loan Database System and the Department of Education website to review student borrowers.

Students who are interested in taking out loans first meet with a financial aid specialist. During this appointment, students learn about their rights and responsibilities in regard to borrowing. They must also complete entrance counseling before borrowing. Prior to or upon leaving the college, students must also complete exit counseling.

On a monthly basis, the District Finance Office records the amount of Federal financial aid disbursed in the general ledger and a drawdown of the funds from the Department of Education G5 system.

For the past three years, he colleges' and the District's default rate was under 30 percent, which is within federal guidelines. The District Financial Aid Office is working with third party vendors such as Great Lakes and Nelnet to acquire reports of students who are in delinquent loan repayment status and who are at risk of default. COA is also reviewing the possibility of contracting with ECMC for default prevention services. ECMC is a third-party servicer that is recommended by CCCCO.

PCCD Student Loan Default Rates

	2013-14	2012-13	2011-12
Received Federal Financial Aid (PCCD unduplicated head count)	9,487	9,146	9,075
Total Enrolled (PCCD unduplicated head count)	52,307	52,992	54,521

	2013-2014	2012-2013	2011-2012
Direct Loans Default Rate			
• College of Alameda	18.7	28.58.823.826.2	15.0
• Laney College	13.524.1		22.5
• Merritt College			21.8
• Berkeley City College	15.5		25.8

Overall, the District has been pleased with the default rates it has experienced in the past three years, since all campuses are within the 30% threshold set by the US Department of Education. In order to monitor revenue streams and assets, he college staff and the District

work closely together. If default rates were to exceed the 30% threshold, a collaborative effort by institutional leadership will form a default prevention committee that will create a comprehensive plan for the campus and methods to apply this plan to reduce the default rate.

Self-Evaluation

The College meets the standard.

Compliance with all federal and state mandates and regulations is managed through established processes and procedures and extensive use of internal control mechanisms.

Actionable Improvement Plans

None.

IIID.3.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.

Description

Contracts with external entities follow an established set of Governing Board policies and administrative procedures aimed at insuring consistency with the mission and goals of the institution. Internal controls have been established to ensure compliance with the Board policies and procedures, which guide those contracts requiring Board approval and those, which can be approved by senior administrators.

Board Policy 6340 Contracts [REF: BP 6340 Contracts] requires that all contracts in excess of $25,000 with a single organization, individual, or vendor per fiscal year be approved by the Board of Trustees. Additionally, contracts that are non-public projects as defined under Public Contract Code 22002 and are funded by Construction/Capital Outlay Bond funds in excess of $83,400 with a single organization, individual, or vendor per fiscal year require prior approval of the Board of Trustees. Administrative Procedure 6340 Contracts [REF: AP 6340 Contracts] further defines contract types and District business processes requiring the bids and issuance of contracts. Administrative Procedure 6350 Construction [REF: AP 6350 Construction] details the provisions of "change orders", the written supplemental agreement, to an awarded construction contract. All change orders must be Board approved or ratified prior to the performance of the work included in the change order. Administrative Procedure 6330 Purchasing [REF: AP 6330 Purchasing] outlines the specifications and procedures for procurement through the use of a purchase order, including selection of vendors, price quotations, bid requirements, and other purchase protocols

PCCD AP 6340 includes a table consisting of contract types and dollar amount thresholds requiring specific approval levels.

 All contracts contain standardized language that protect the College and the District and allows for change orders or termination if the required standards of quality are not met.

Self-Evaluation

The College meets the standard.

Board policies and administrative procedures clearly define all contracting requirements and articulate the processes to be followed. There are sufficient controls in place to assure that contracts and agreements are consistent with the mission and goals of the College and ensure the integrity of the process.

Actionable Improvement Plans

None.

IIID.3.h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

Description

Regular assessment of fiscal management processes takes place throughout the year both internally and externally. Internally, all departments go through program planning which includes self-assessment and identification of areas for improvement. The District performs Comprehensive Program Reviews of the accounting, general services and payroll functions every three years and uses the results for improvement. The District-wide Planning and Budgeting Council (PBC), a participatory governance committee, reviews budgeting process and financial information and regularly evaluates financial management processes; results are used to improve internal control structures. The representatives on the PBC include all constituencies including all four college presidents, the Vice Chancellor of Finance, the Vice Chancellor of Educational Services, and the District Budget Director as well as faculty, classified employees, and students. PBC meets monthly, where information about the state and District budgets is shared; budget assumptions are reviewed and updated for use in creating the tentative and mid-year budget reports. The PBC also evaluates the effectiveness of the PCCD Budget Allocation Model and makes recommendations to improve it. Minutes from these meetings can be found at [REF: Planning and Budgeting Council].

PeopleSoft financial reports are available online for all division and units to review and track all expenditures. Divisions and units can request additional financial reports from the Vice Chancellor of Finance and Administration. College staff and District units may request in-person meetings with the District Business Services employees for more in-depth knowledge or guidance regarding financial analysis of their budgets or completion of any required reports.

Externally, independent auditors annually examine College and District finances, along with bond-related activities. The audits include all funding sources, including auxiliary, capital outlay bonds, and parcel tax funds. Audit recommendations are quickly implemented. During the preliminary audits conducted by external auditors, internal control processes are evaluated. The audit staff may identify areas that may need improvements and make recommendations on how to implement said improvements. Audit findings, when identified, are tracked and addressed through the implementation of corrective actions in a timely fashion. Annual audit reports are reviewed and presented at regularly scheduled meetings of the Board of Trustees, participatory governance meetings, and staff and management meetings. [REF: Corrective Action Matrix 9/21/14] The results of these audits provide the catalyst for improvement. [REF: Annual Financial Reports]

Self-Evaluation

The College meets the standard.

Financial management processes are regularly evaluated by the Planning and Budgeting Council and independent external auditors. From these evaluations, processes and procedures are revised to improve the financial management systems to assure adequate internal controls. The College and the District have solid financial management with appropriate processes in place to ensure stability and effective management controls.

Actionable Improvement Plans

None

IIID.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.

Description

The College's resource planning process is integrated with institutional planning. College planning supports the College's mission, vision, and strategic goals while emphasizing institutional effectiveness, academic excellence, student success, and fiscal responsibility. This process provides evidence of planning for the improvement of the COA institutional structures and processes, student achievement of educational goals, and student learning. COA routinely assesses progress toward achieving its stated goals and makes decisions regarding college-wide improvement through a cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

Academic disciplines, student service areas, and administrative units prepare program reviews every three years, and unit plans annually. Program reviews and unit plans address

the achievement of the College units' mission, goals, institutional outcomes and action priorities. They are written to integrate into both college and district-wide planning by addressing human resources needs, technology, facilities and budget planning.

Program reviews and unit plans are submitted to coordinating bodies (as appropriate) for review and consideration. Every review and/or update includes an analysis of student data trends, and wide discussion on how to improve student learning and support services and to increase student retention and success. Resource requests, protocols, and policy issues are submitted to the College Management Team for review and, in the case of resource requests, are ranked. Subsequently, the Academic Senate reviews resource requests and the College Council, where the rankings assigned to the proposals may be changed. Discussion and revisions may take place as the Budget Committee reviews resource requests and campus-wide dialogue occurs. The College Management Team, the Academic Senate and the College Council make recommendations before they are submitted to the College President. The ranked resource allocation proposals are submitted to the College President who has the authority to veto or modify any proposal or to request further justifications. The President may consult with the President's Council. Any proposals that are accepted by the President but cannot be adequately addressed within the college structure, for instance those proposals that deal with requests for resource sharing and/or that impact district-wide programs, are sent to respective district-wide committees (e.g., Education, Technology and Facilities) for integration into the district-wide planning process.

Financial resource planning is also integrated with district-wide institutional planning. The District relies on a participatory governance process to review and provide input into the plans, including all resource requests. College level resource planning is integrated with the District's institutional planning through participatory governance processes that channel campus requests through the District's Planning and Budgeting Integration Model (PBIM). The PBIM is an integrated district-wide planning and budget advisory system of four committees that receive planning inputs from the colleges and make recommendations to the Chancellor.

The District Associate Vice Chancellor of IT co-chairs the District Technology Committee, the District Vice Chancellor of General Services co-chairs the District Facilities Committee, the District Vice Chancellor of Education Services co-chairs the District Education Committee, and the District Vice Chancellor of Finance and Administration co-chairs the Planning and Budgeting Council. This provides a liaison between the district and colleges to assure effective coordination and delivery of centralized services. These committees provide a forum for administrators, faculty, staff, and students from the district and all four colleges to discuss, preview, prioritize and recommend resource priorities.

For example, the College's prioritized classified and faculty-hiring requests detailed in the College Program Reviews and Annual Program Updates are first sent to the District Education Committee each spring for review and discussion. Subsequently these requests are sent to the Planning and Budgeting Council, which further examines the priorities before final recommendations are forwarded to the Chancellor for approval and implementation. [REF: District Education Committee Minutes; PBC Minutes- March 28, 2014]

The PCCD Budget Allocation Model (BAM) provides a means to systematically assess the effective use of financial resources and using the evaluation results of said assessments as the basis for improvements and/or redistribution of resources across the District. The core principals of the BAM are as follows:

- Linkage between strategic planning and funding
- Transparency of information to ensure equitable distributions
- Closely mirrors the State's funding model (SB 361)

The PCCD BAM includes three fundamental revenue drivers: Base allocations, credit FTES, and non-credit FTES. The base revenue allocations take into consideration economies of scale and the size of the colleges. Apportionment funding from the BAM formula represents more than 70% of the District's unrestricted revenue; therefore, the use of SB 361 model is applied to distribute apportionment revenues to the colleges. This ensures that the colleges will receive what they earn.

The shift to this model has defined limits on the majority of resources and expenditures and has encouraged fiscal accountability on all levels. This has enabled the District to ensure the systematic assessment of financial resources as the basis for improvement. The linkage of allocations to expenditures at the college level has moved PCCD to greater fiscal stability and increased clarity as to how colleges, support functions, and auxiliary enterprises are funded.

Credit based funding for the colleges is equal to the funded base credit FTES rate subject to cost of living adjustments (COLA) if funded by the State. To provide stability and aid in multi-year planning, a three year credit FTES average is used to determine the credit base revenue per college, hence tying the generation and use of resources to the basis of improvement of the College. Similarly all funding streams (non-credit, lottery, apprenticeship, parcel tax, etc.) are being distributed using the SB 361 BAM model. [REF: District Budget Allocation Model- 2014]

Budgetary efficiency benchmarks from the District perspective include indicators such as ratio of actual expenditures to total budget, productivity, and load efficiency. Over the course of the year, division deans and program coordinators, as well as District office staff, run financial reports to ensure that spending is on track. The Chancellor's Cabinet regularly reviews reports for the District's unrestricted general fund, grants and other restricted funds to ensure that resources are adequately provided. Corrections to the budget are made as needs are identified throughout the year and as additional resources are received.

Self-Evaluation

The College meets the standard.

Through the integrated planning and budgeting process, the College's mission and annual goals and objectives serve as guidelines for consideration for the allocation of resources. The institution has implemented an on-going, systematic process that integrates, planning,

budgeting, and resource allocation and includes assessment of the effective use of financial resources and the utilization of the results of the evaluation as the basis for improvement.

Actionable Improvement Plans

None.

List of Evidence (in alphabetical order)

2016-2021 Five Year Construction Plan
2014-15 Integrated Planning and Budget
Building Calendar
ACCJC Special Report- April 2013
Alameda Promise
Annual Financial Audit Report- 2012
Annual Financial Audit Report- 2013
Annual Financial Audit Report- 2013
Annual Financial Audit Report-2011
Annual Financial Reports
AP 200 Budget Management
AP 2300 General Accounting
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
Board Agenda- January 21, 2014
Board Agenda- March, 26 2013
Board Agendas- 2011-12
Board of Trustees Website
Board Policies and Administrative Procedures
BP 200 Budget Preparation
BP 1200 Mission
BP 6300 Fiscal Management
BP 6320 Investments
BP 6340 Contracts
BP 6740 Citizens Oversight Committee
Board Presentation 9 – 9 -14
Budget Preparation
COA Goals and Objects 2014-15
College Council Agendas- 2014
College Council Minutes- October 2014

College Resource Request List- 2014
College Webpage- Mission
Corrective Action Matrix 9/21/14
District Budget Allocation Model
District Budget Allocation Model- 2014
District Business Office
District Education Committee Minutes
District Strategic Plan
Educational Master Plan
Financial Aid Department
Financial Aid Manual
Institutional Effectiveness Survey- 2014
Integrated Planning and Budget Process
Internal Audits
Measure A
Measure A Audit Reports
Measure A Committee Membership
Measure B
Media Release- September 4, 2014
Neuberger Berman Investment Performance
Update
PBC Documents- 2014
PBC Meeting Minutes- October 25, 2013
PBC Minutes- January 31, 2014
PBC Minutes March 2013
PBC Minutes- March 2013
PBC Minutes- March 28, 2014
PBC Minutes May 9, 2014
PBIM FLEX Day Presentation
PBIM Overview 2014
PBIM Overview-2014
PBIM Summit Presentation
PCCD Actuarial Study of Retiree Health
Liabilities
PCCD Final Budget-2014-15
PCCD Tentative Budget- 2014-15
Peralta CCD – OPEB Substantive Plan,
December 2012
Planning and Budgeting Council
President's Flex Day Presentation: Fall 2014
Retirement Board
Standard and Poor's Report- 2011

Standard IV

Leadership and Governance

COLLEGE OF
ALAMEDA

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.

IVA. Decision Making Process

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.

IVA. 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.

Description

College of Alameda's leadership team seeks to establish a supportive campus environment that encourages institutional excellence and effectiveness through the empowerment of its constituents. Through the integrated planning and shared governance process [REF: AB 1725; Title 5 Section 53206] , decisions are made incorporating opportunities for innovation and participation which ensure effective campus-wide discussion.

The institution's leadership is comprised of the Associated Students of College of Alameda (ASCOA), Classified Council/classified professionals, Academic Senate/faculty, and administration. Together, these leaders contribute their unique and diverse perspectives in making decisions impacting student success and institutional effectiveness of the College.

Representatives from each of the participatory governance groups are appointed to the College Council, which provides a critical role in the integrated planning and budget process. While the College Council serves as a recommending and advisory body to the President, the Academic Senate also makes recommendations on issues having primacy regarding academic and professional matters [REF: AP 2511; Academic Senate Constitution; Academic Senate Agendas and Minutes]

The Classified Council, ASCOA, and the Academic Senate as well as leadership and planning multi-constituency groups including the College Council, Institutional Effectiveness Committee, and the Accreditation Steering Team are examples of ways that campus members can participate in continuous improvement of the institution. Meetings of all

College committees are open to the public and agendas and minutes can be found at the Leadership and Governance link on the campus webpage. [REF: Leadership and Governance]

In working toward the objectives outlined in the College's Mission, Vision, and Values (MVV), contributions from campus constituents are encouraged and supported. Student success is a campus-wide initiative and each individual, no matter rank or title, serves an important role in this effort.

The College's commitment to educational excellence and student success is expressed in its Mission Statement:

> "To serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals." [REF: Mission Statement]

Institutional leadership both effective and ethical is described in the Vision Statement of the campus:

> "College of Alameda is a diverse, supportive, empowering learning community…we are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers, and citizens" [REF: Mission Statement]

Also, the core values of Academic Excellence, Budgetary Competence, and Community Engagement (what many campus constituents refer to as the "ABCs") provide a strong foundation for systematic participative processes that ensure effective planning and implementation. [REF: Mission Statement]

Institutional goals are derived from the District's Strategic Goals District [REF: District Strategic Goals and Institutional Objectives] . On July 31, 2014, the President convened a Campus Senior Leadership Advance to identify the 2014-15 strategic priorities for the College. Three Strategic Imperatives were identified; Accreditation, Enrollment and Student Success. Objectives and Actions plans were identified for each strategic imperative. On August 14, 2014, these strategic objectives were presented at the College's Professional development workshop.

The College MVV statement and institutional goals are communicated through various channels including the College website, catalog, program review and annual program plan documents, and the Institutional Planning Handbook. [REF: Institutional Planning Handbook]

The College has a number of initiatives demonstrating empowerment, innovation, and institutional excellence and requiring campus wide involvement.

Colleagues in Conversation: In the fall of 2013, the President established "Colleagues in Conversation", which is designed to promote campus-wide dialogue on topical issues and proposed plans. In October, 2013, the Vice President for Instruction presented a draft plan to move to "block scheduling" for spring 2014. Feedback from faculty, staff and student focus groups helped shape the overall plan.

Construction Committee: Construction for new instructional buildings C&D are scheduled for fall 2015. In preparation for this transition, classrooms and faculty office will move into temporary modular units. The C&D Steering Committee was reconvened to facilitate this transition.

PASS: The Chancellor provided supplemental funding ($580,000) from Measure B, a parcel tax approved by voters in 2012, for the College to fund innovative ideas that support high quality programs leading to student success. The President solicited proposals from the campus community. Working through the campus Budget Committee, guidelines were developed for the identification and selection of campus submissions.

President's Drop-in Office Hours: These hours are set aside to promote access and provide input to the President and opportunity for college constituents to dialogue directly with the President.

Men of Color initiative: The initiative was developed in response to institutional data clearly indicated that African American, Latino and specific Asian American/Pacific Island males require targeted intervention to improve College success and completion. Toward this end, the President launched the Men of Color Initiative in spring 2014. Twenty students enrolled in Counseling 24, Leadership. The class utilizes "real world" problems and issues to motivate and guide student inquiry. The emphasis is on students acquiring critical thinking "dispositions" and learning in appling critical thinking skills and strategies to problems of interest to them. To prosper in the twenty-first century, students need to be able to think creatively, solve problems, and make decisions as team members. Instruction is highly participatory, interactive and dynamic with primary focus on academic and career preparation.

Alameda Promise: Established in 2012, the Alameda Promise Initiative is an integrated approach to student success utilizing a cohort model to assist students with dedicated English classes structured in such way so that students will achieve College level performance in writing. The program provides placement based on a thorough assessment and counseling support is provided by faculty and student mentors. The project follows and supports students in their progress through the identification of classes tailored to facilitate students in their success on "self-chosen" academic pathways.   Each student signs a "responsibility" pledge which stipulates attendance at Alameda Promise events and mandatory counseling sessions. As an incentive, each student receives a laptop to assist with their educational studies and career preparation. Process and outcomes evaluation are data driven, and student overall academic progress is monitored by the Institutional Effectiveness Committee.

Pathway to Law School Initiative: College of Alameda was recently selected to be one of twenty-four community colleges to participate in an innovative program to prepare students from underserved community for law school. A memorandum of understanding has been signed with the University of California, Davis and Irvine, Santa Clara University, University of Southern California and Hastings. Over the next few years, additional law schools will join the consortium.

Learning Communities: College of Alameda has three strong Learning Communities with a demonstrated record of student success:

- *APASS* (**Asian/Pacific American Student Success**) is designed to support Asian/Pacific Americans in pursuit of academic success by promoting individual growth and personal success through a culturally sensitive environment, recognizing the cultural diversity within the Asian and Pacific Islander communities, and fostering unity within the multicultural College community and beyond.
- The *Amandla* (Zulu for Power) program is a member of the Statewide *Umoja* (Unity) Community, and is dedicated to enhancing the cultural and educational experiences of African American and other student populations though a curriculum and pedagogy responsive to the legacy of the African and African American diasporas.
- The *Adelante* (Spanish for "onward" or "forward") program serves to enhance the intellectual, philosophical, ethical, and community experience of students through the reflective study of Latino culture and literature.

Self-Evaluation

The College meets this Standard.

Students, staff, faculty, and administrators participate in College the planning and decision-making processes. The participatory governance organizations, College standing committees, and multi-constituency workgroups encourage empowerment, innovation, and institutional excellence. Efficient decision-making and planning are a result of collaboration where creative thinking, ideas and multiple voices contribute to the overall success of the entire College community.

Actionable Improvement Plans

None

IVA.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.

IVA.2a. Faculty and administrators have a substantive and clearly defined role 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.

Description

College of Alameda and the PCCD District have written policies which allow for student, staff, faculty, and administrative participation in decision-making processes. Individuals are

able to submit ideas from their respective constituent group and provide valued input that impacts campus effectiveness and student success.

Peralta's Planning and Budgeting Integration Model (PBIM) establishes an effective District-wide committee structure and streamlines and clarifies the District-wide process for developing recommendations leading to decision-making." The PBIM has these key goals:

- Integrate planning and budgeting across the four Colleges and District offices
- Bring the expertise of the four Colleges together to focus on trends, best practices, and student learning and success
- Support a culture of collaboration
- Streamline decision making among the Colleges and District service centers by providing a transparent process of collaboration and recommendations leading to decisions
- The PBIM is the core response to ACCJC recommendation that the Colleges and District offices collectively establish a coordinated planning and budgeting system, which delineates functional responsibilities and provides a clear process for decision-making.
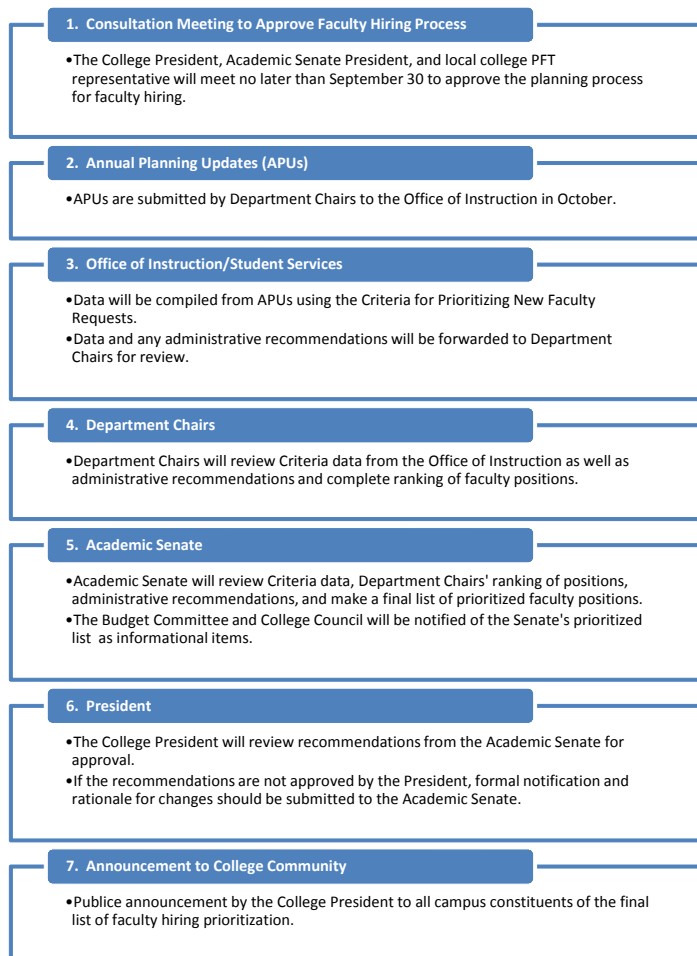
The PBIM is an integrated District-wide planning and budget advisory system of four committees (Planning and Budgeting Council, Education Committee, Facilities Committee, and Technology Committee) which receive planning inputs from the Colleges and makes recommendations to the Chancellor. These District-wide subject matter committees recommend decisions that build on College program reviews and annual institutional plans and goals. Specifically, the committees: [REF: PBIM Flex Day Presentation Fall 2014]

- Stress the use of program reviews and unit plans in making decisions
- Seek collaborative solutions that utilize resources on a District-wide basis
- Assist in developing District-wide strategies that are acceptable to all Colleges
- Provide feedback to the Colleges
- Provide technical reviews of College priorities
- Ensure consistency between College requests and existing approved projects.
- Identify opportunities for College-to-College collaboration where resource sharing could be useful.
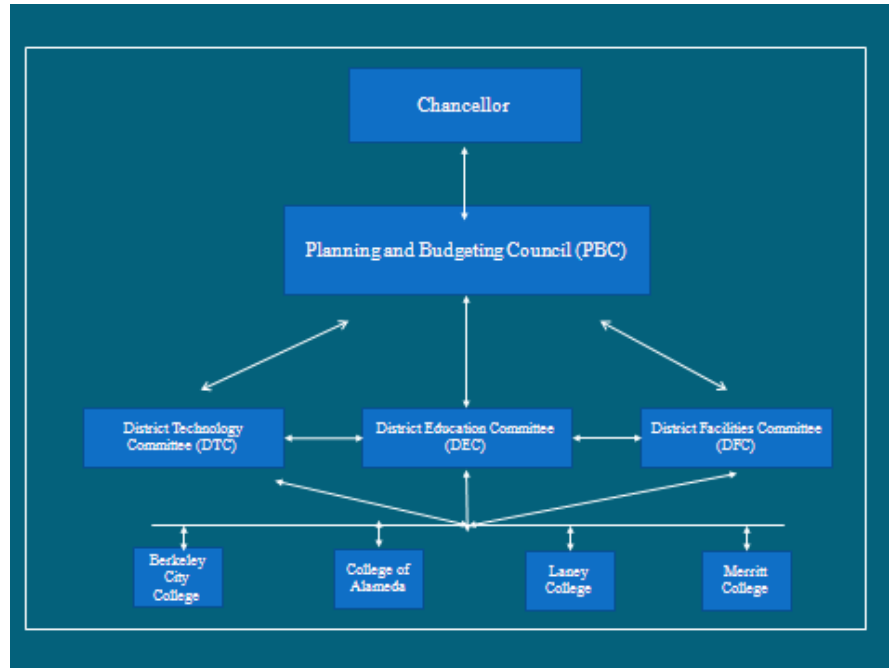
At the campus level, the Integrated Budget and Planning Flow Chart and the College Planning Calendar both incorporate the District's PBIM process. The Institutional Planning Handbook describes how the MVV and the goals of the institution are supported through participatory governance and integrated planning at the campus and District level. The College's Budget, Facilities, and Technology Committees meet regularly and provide input at the District-level through the PBIM process. Governance committees, College Council, and other ad hoc groups work together to ensure that there is effective involvement with values of open communication and transparency. [REF: PBIM Committee Flowchart]

An example of how the campus worked together on policy is demonstrated by the development of the faculty hiring process in spring 2014.

1. Consultation Meeting to Approve Faculty Hiring Process

- The College President, Academic Senate President, and local college PFT representative will meet no later than September 30 to approve the planning process for faculty hiring.

2. Annual Planning Updates (APUs)

- APUs are submitted by Department Chairs to the Office of Instruction in October.

3. Office of Instruction/Student Services

- Data will be compiled from APUs using the Criteria for Prioritizing New Faculty Requests.
- Data and any administrative recommendations will be forwarded to Department Chairs for review.

4. Department Chairs

- Department Chairs will review Criteria data from the Office of Instruction as well as administrative recommendations and complete ranking of faculty positions.

5. Academic Senate

- Academic Senate will review Criteria data, Department Chairs' ranking of positions, administrative recommendations, and make a final list of prioritized faculty positions.
- The Budget Committee and College Council will be notified of the Senate's prioritized list as informational items.

6. President

- The College President will review recommendations from the Academic Senate for approval.
- If the recommendations are not approved by the President, formal notification and rationale for changes should be submitted to the Academic Senate.

7. Announcement to College Community

- Publice announcement by the College President to all campus constituents of the final list of faculty hiring prioritization.

Assessments of student learning outcomes, program learning outcomes and institutional learning outcomes drive the annual program updates. The program review process are used to create the annual priorities in the areas of personnel, technology and physical resources. The College's priorities drive action at the local and District level.

Self-Evaluation

The College meets this Standard.

College of Alameda's shared governance process enables all campus groups to participate in decision-making and policy planning, implementation, and evaluation for the institution. Written policies exist, describing campus and District integrated planning and budget processes which make clear the roles of all participatory governance groups.

Achieving the MVV of the College occurs through dialogue of students, staff, faculty, and administration.

To ensure optimal campus-wide input, the President implemented "Colleagues in Conversation", established "Drop-in" office hours, and created the President's Executive Staff which is a monthly meeting with campus classified professional staff and senior managers.

Actionable Improvement Plans

None

IVA.2.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.

Description

College of Alameda's faculty, the Academic Senate and the Curriculum Committee, the Department Chairs, the Student Services Council, Institutional Effectiveness Committee, and administrators and representatives from the Academic Divisions make recommendations about student learning programs and services in support of the College's MVV. [REF: Mission Statement]

Board Policy (BP) 2510 states that "The Board or its designees will consult collegially with the Academic Senate, by relying primarily upon the advice and recommendations of the senate, as duly constituted with respect to academic and professional matters, as defined by law. [REF: BP 2510]

Administrative Policy (AP) 2511 provides the following definition of "academic and professional matters" as stated in Title 5 regulations regarding the following policy development and implementation matters (10+1): [REF: AP 2511]

> 1. Curriculum, including establishing prerequisites and placing courses within disciplines
> 2. Degree and certificate requirements
> 3. Grading policies
> 4. Educational program development
> 5. Standards or policies regarding student preparation and success
> 6. District and College governance structures, as related to faculty roles
> 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
> 8. Policies for faculty professional development activities
> 9. Processes for program review
> 10. Processes for institutional planning and budget development
> 11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate

College of Alameda's Academic Senate is governed by a constitution. Those eligible for election to the Academic Senate shall be members of the faculty which includes any certificated employee at the College of Alameda whose terms of employment do not demand a supervisory or administrative credential and who is not declared as holding a management position. As defined in the Academic Senate constitution, all faculty appointments to College and District committees are to be appointed by the Senate President and approved by the Academic Senate. These include hiring committees, standing committees, workgroups, and any other committee requiring faculty representation. [REF: Academic Senate Constitution]

The Academic Senate President, Vice-President, and an elected Senator, serve on the District-wide Academic Senate, representing the College and its faculty. [REF: District Academic Senate Membership List] In addition, the Academic Senate President is a member of the College Council and is also appointed to the District-wide Planning and Budget Council (PBC). [REF: District Planning and Budget Council]

The Curriculum Committee, a standing committee established and appropriately constituted by mutual agreement of the Academic Senate and the College administration, in accordance with Title 5, is governed by bylaws and constitution. The charge of the Curriculum Committee include those responsibilities delegated by the Academic Senate; delegated by the State Chancellor; those accorded by Title 5/AS 1725, and those specified in the State Curriculum Standards Handbook and the PCCD Program and Course Approval Manual. In general, the Curriculum Committee is responsible for planning and policy formulation in the areas of curriculum and instruction, certificates, degrees, general education requirements and certification, and course and program approvals. [REF: Peralta Program and Course Approval Process Manual; Curriculum Committee]

The mission of the Institutional Effectiveness Committee (IEC) is to ensure that the College maintains a set of ongoing and systematic institutional processes and practices that include planning, the evaluation of programs and services, the identification and measurement of outcomes across all institutional units (including learning outcomes in instructional programs), and the use of data and assessment results to inform decision-making. All of these activities are accomplished with the purpose of improving programs and services and increasing student success and institutional quality. Instructional and student services faculty are appointed by the Academic Senate President to the IEC with approval of the Senate. [REF: Institutional Effectiveness Committee]

The Academic Senate, the Curriculum Committee, the Student Services Council and the Department Chairs (include IEC if necessary) provide opportunities for faculty to share input about academic and professional matters that impact them.

Self-Evaluation

The College meets this Standard.

BP 2510 and AP 2511 delegate authority by relying primarily upon the Academic Senate in regard to academic and professional matters (10+1 areas). The Academic Senate, the Curriculum Committee, Department Chairs, administrators and other planning bodies make

recommendations regarding student learning programs and services. The Integrated Budget and Planning Handbook articulate the roles and responsibilities of faculty through the Academic Senate, in addition to classified professionals, students, and administrators. Institutional effectiveness and student success through high quality learning programs and services are ensured by the active participation of the faculty in conjunction with academic administrators, classified professionals, and students. [REF: BP 2510; AP 2511]

Actionable Improvement Plans

None

IVA.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.

Description

The District and the College have established governance structures, processes, and practices that work together to facilitate the discussion of ideas and effective communication among all constituents.

The Governing Board of Trustees recognizes the importance of participatory governance. This is evidenced by Board Policy (BP) 2510, *Participation in Local Decision Making*, which ensures participation of all constituent groups in the decision-making process and establishes the roles of those groups in that process. BP 2510 states: [REF: BP 2510]

> "…the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for the Chancellor action under which the District is governed and administered."

Each of the following shall participate as required by law in the decision-making processes of the District:

> **Academic Senate(s)(Title 5 Sections 53200-53206)**
>
> The Board or its designees will consult collegially with the Academic Senate, by relying primarily upon the advice and recommendations of the senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

Staff(Title 5 Section 51023.5)

Staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff as defined by law. The opinions and recommendations of the staff will be given every reasonable consideration.

Students(Title 5 Section 51023.7)

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate. Participation in decision making will not necessarily be limited to the named groups above."

District-wide recommendations are made through the Planning and Budget Integrated Model (PBIM): The District Education, Facilities, and Technology Committees. Ultimately, decisions made by these three committees are forwarded to the Planning and Budget Council which makes recommendations to the Chancellor. Again, students, classified professionals, faculty, and administrators serve on these committees, which support BP 2510 and encourage participatory governance.

At College of Alameda, governance structures are outlined in the Institutional Planning Handbook. Whether it is the Classified Council, the Student Services Council and Department Chairs' meetings, Academic Senate, ASCOA, or the Institutional Effectiveness committee, all members of the College have opportunities to participate and communicate their valuable input. [REF: Institutional Planning Handbook; Standing Committee and Integrated Planning]

Representatives from each campus contingency serve on College Council; this facilitates important discussion from all perspectives. Joined together at College Council, the many voices of the campus community contribute to a more inclusive and transparent dialogue.

Committee member appointments, both campus and District-wide, are made by respective constituency groups or designees. The Academic Senate appoints faculty members to committees and Senators themselves are elected by the faculty at large. Department Chairs are elected by discipline faculty. Classified staff members are appointed by the Classified Council. Student leaders are elected to the Associated Students of College of Alameda (ASCOA). Administrators are appointed by the College President.

Self-Evaluation

The College meets this Standard.

Effective communication occurs among the institution's constituencies through established governance structures, processes and practices that work together for the good of the College. Information and decisions made in committees are shared with the campus through the College website, newsletters, and public forums.

Actionable Improvement Plans

None

IVA. 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-evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Description

College of Alameda is committed to "providing a creative, ethical, and inclusive environment" as stated in its vision statement. [REF: Mission Statement] Because of this, the College advocates and demonstrates honesty and integrity in its relations with external agencies.

The College complies with Accrediting Commission Standards, policies, and guidelines and commission requirements. All Self-Evaluation documents, accreditation recommendations, midterm and progress reports are posted on the College website. All midterm and progress reports were completed on time and previous accreditation recommendations became immediate campus priorities. Because of the honesty and integrity demonstrated in reporting, the Accrediting Commission reaffirmed College of Alameda's accreditation in 2013. [REF: ACCJC letter to COA]

The College maintains relationships with external agencies, most of which require the submission of reports and evaluations, documenting that the institution meets these agencies' guidelines, standards, and statutes.

Individual College occupational programs are accredited or certified by the subject matter accrediting agencies, including the American Dental Association (ADA) Council on Dental Education for Dental Assistants, the Federal Aviation Administration (FAA), and the National Institute for Automotive Excellence (ASE). Certification/Accreditation with these external agencies is indicative of the honesty and integrity of the College.

Through the College President the College submits required reports regarding financial aid, Equity in Athletics (Title IX), EOPS, DSPS, CalWORKs, One Stop Career Center, Transfer Center, and Articulation programs.

The District submits the Clery report on behalf of the College.

Self-Evaluation

The College meets this Standard.

The College complies with Accrediting Commission Standards, policies, and guidelines for public disclosure. The institution moves quickly to respond to recommendations made by the Commission. In addition, relationships with external agencies are based on honesty and integrity.

Actionable Improvement Plans

None

IVA. 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.

Description

College of Alameda's governance and decision-making structures and processes are regularly evaluated for integrity and effectiveness. All campus constituents have opportunities to provide feedback and offer suggestions for improvement through the College participatory governance process. In fall 2013, the College began revising and simplifying its standing committees and incorporated plans for systematic review of the College's governance structures. [REF: Standing Committee and Integrated Planning]

Annual planning updates (APUs) completed by both instructional, student service, and administrative departments and programs allow opportunities for assessment and evaluation. APUs are made public, posted to the College website and communicated to the campus at large. Because APUs are completed annually and require review of the previous year, this enables continuous assessment and improvement of all College departments, programs and services. [REF: Student Services Program Reviews; Instructional Program Reviews]

On an ongoing basis the Academic Senate, through its primacy in academic and professional matters, provides continuous evaluation of the campus decision-making process. Making recommendations directly to the College President, the Academic Senate offers important feedback which helps ensure the integrity and effectiveness of the College. In addition, the

Academic Senate annually selects goals in the fall semester and evaluates whether these goals were accomplished as well as the Senate's overall effectiveness at the end of the spring semester. [REF: Academic Senate Agendas and Minutes]

Self-Evaluation

The College meets this Standard.

Evaluations and assessment occur as part of the College Planning Calendar. Evaluation of the District-wide PBIM occurs annually. The assessments and evaluations are communicated to the campus community through the College website, newsletters, and public forums. [REF: PBIM Assessment Summary, 8-8-14]

Actionable Improvement Plans

None

Evidence List (in alphabetical order)

Academic Senate Agendas and Minutes
Academic Senate Constitution
ACCJC letter to COA
ACCJC letter to COA
AP 2511
BP 2510
Curriculum Committee
District Academic Senate Membership List
District Planning and Budget Council
District Strategic Goals and Institutional Objectives
Institutional Effectiveness Committee
Institutional Planning Handbook
Instructional Program Reviews
Integrated Budget and Planning Calendar
Mission Statement
PBIM Assessment Summary, 8-8-14
PBIM Committee Flowchart
PBIM Flex Day Presentation Fall 2014
Peralta Program and Course Approval Process Manual
Standing Committee and Integrated Planning
Student Services Program Reviews

IVB. 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.

IVB.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.

Description
The Peralta Community District is comprised of four Colleges: Berkeley City College, College of Alameda, Laney College, and Merritt College. The Governing Board for the Peralta Community College District consists of seven publicly elected members (BP 2010) [REF: BP 2010 Board Membership]. Each member is elected from a specific geographic area in Northern Alameda County and each serves a four-year term. Board member terms are staggered with biennial elections in accordance with California Education Code (BP 2100) [REF: BP 2100 Board Elections]. Though elected by geographic area, the members of the Governing Board represent the interests of all District residents. Two student trustees (non-voting) are elected by the student body of the four Colleges for a one-year term and may serve a maximum of two terms (BP 2015) [REF: BP 2015 Student Board Members]. On an annual basis, the Governing Board elects a P\president and vice president (BP 2210) [REF: BP 2210 Officers]. In keeping with California Education Code 70902, the Governing Board has clearly defined its duties and responsibilities as outlined in Board Policy 2200 [REF: BP 2200 Board Duties and Responsibilities]. The Governing Board is committed to fulfilling its responsibilities to:

- Represent the public interest;
- Establish policies that define the institutional mission and set prudent, ethical, and legal standards;
- Assure fiscal health and responsibility;
- Monitor institutional performance and educational quality;
- Advocate and protect the District;
- Delegate power and authority to the Chancellor to effectively lead the District,
- Hire the Chancellor and evaluate the Chancellor at least annually;
- Respect the authority of the Chancellor by providing policy, direction, and guidance to the Chancellor who is responsible for the management of the District and its employees; and
- Delegate authority to the Chancellor to issue regulations and directives to the employees of the District.

In keeping with theses duties, the Governing Board reviews and approves long-range academic and facilities plans and programs; approves courses of instruction and educational programs; establishes academic standards, probation and dismissal and readmission policies; assumes responsibility for the District's operational and capital outlay budgets; regularly reviews enrollment data and student achievement data; reviews and approves all grant awards; and maintains a strategic partnership with the Peralta Colleges Foundation. The Board assures that the District is financially sound through careful budget oversight and regular budget reporting from the District Office of Finance [REF: Board agendas, minutes, and documents].

As stated in the Peralta Community College District Mission and critical to the work of the Board, the District's purpose is to provide "accessible, high quality, educational programs and services to meet the following needs of our multi-cultural communities:

- Articulation agreements with a broad array of highly respected Colleges and Universities;
- Achievement of Associate Degrees of Arts and Science and Certificates of Achievement;
- Acquisition of career-technical skills compatible with industry demand;
- Promotion of economic development and job growth;
- Foundational basic skills and continuing education;
- Lifelong learning, life skills, civic engagement, and cultural enrichment; and
- Early College programs for community high school students; …" (BP 1200, Mission, 2011; reapproved 2014) [REF: BP 1200 Mission].

The Governing Board recognizes "the basic principle that they possess legal authority only when they are convened as a Board" and when necessary "will meet as a committee of the whole when it is found to be appropriate to consider items such as educational or facilities master planning, budget study sessions, audit status, or policy review." "The purpose of committee-of-the-whole meetings are to gather information, hear from the public, and provide a forum to discuss pertinent issues that may ultimately come before the Board for further discussion and action" (BP 2220) [REF: BP 2220 Committee of the Whole].

Three Board members are members of the Peralta Retirement Board (PRB). The Peralta Retirement Board meets quarterly to ensure sound fiscal decisions regarding GASB 45 and OPEB and to provide reports to the Governing Board at a regular Governing Board meeting. All pertinent documents are posted on the Peralta Retirement Board website [REF: Retirement Board].

The Governing Board holds regularly scheduled meetings (BP 2310) [REF: BP 2310 Regular Meetings of the Board]; adheres to policy on agenda development and posting (BP 2340) [REF: BP 2340 Agenda Development and Posting]; adheres to a conflict of interest policy (BP 2710) [REF: BP 2710 Conflict of Interest Disclosure]; and agrees to a Code of Ethics and Standards of Practice (BP 2715) [REF: BP 2715 Code of Ethics and Standards of Practice].

The Governing Board adheres to a clearly defined policy for selecting the District Chancellor (chief administrator) as outlined in Board Policy 2431 [REF: BP 2431 Chancellor Selection]; delegates authority to the Chancellor as outlined in Board Policy 2430 [REF: BP 2430

Delegation of Authority to the Chancellor]; and annually evaluates the Chancellor in keeping with Board Policy 2435 [REF: BP 2435 Evaluation of the Chancellor. The Chancellor evaluates the College Presidents (AP 7126) [REF: AP 7126 Management Performance Evaluations. The current Chancellor has been in office since July 2, 2012. All Board policies and District administrative procedures are revised regularly and are posted on the PCCD website [REF: Board Policies and District Administrative Procedures Manual].

The Chancellor, through the District Office of Educational Services and the Vice Chancellor of Educational Services, provides overall coordination for the planning, development, and implementation of the instructional and student support programs of the District. The Office of Educational Services responsibilities include the areas of: Institutional research, accreditation, strategic planning, workforce and economic development, distance education, enrollment management, oversight of the District Council on Instruction, Planning and Development (CIPD); leadership of the District Education Committee; and for holding regular meetings with College Vice Presidents and Deans [REF: District Educational Services].

The Governing Board has adopted Board Policy (4210) Student Learning Outcomes [REF: BP 4210 Student Learning Outcomes] and in keeping with this Board policy, the District has adopted a detailed administrative procedure regarding student learning outcomes (AP 4210 Student Learning Outcomes) [REF: AP 4210 Student Learning Outcomes].

Self-Evaluation
The College meets this standard.

The Governing Board, in keeping with the Mission of the Peralta Community College District, has established policies that ensure the quality, integrity, and effectiveness of the student learning programs and services. The Governing Board has charged the Chancellor with setting and implementing District administrative procedures to ensure the quality, integrity, and effectiveness of student learning programs and services. The Chancellor is charged with providing regular reports to the Board. The selection and evaluation of the Chancellor is carried out by a clearly defined Board policy.

Actionable Improvement Plans

None

IVB.1.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.

Description
The Governing Board is an independent policy-making body. The Board President and Vice President adhere to their roles and responsibilities as per Board Policy 2210. The members of the Governing Board adhere to their appropriate roles and responsibilities in keeping with Board Policy 2200. In keeping with the Code of Ethics and Standards of Practice (BP 2715), the members of the Governing Board commit to acting as a whole, that they "speak and act on behalf of the District, not as individuals" and "use care not to misrepresent their individual opinions or actions as those of the Board." Board members have authority only when acting as a Governing Board legally in session.

The Governing Board provides opportunity for public participation at Board meetings (BP 2345 and AP 2345). The Governing Board also ensures a role for the Academic Senate, staff and students in local decision-making (BP 2510).

On an annual basis, each Board member declares his/her financial interests to ensure his/her independence in the decision-making process and to assure the public that there are no conflicts of interest. This is done through filing California Form 700 and the Peralta Supplemental Form 700. Also, as previously stated, Board members adhere to their Board Policy 2710 Conflict of Interest, AP 2710 Conflict of Interest Disclosure, BP 2715 Code of Ethics, and AP 2712 Conflict of Interest Code .

Self-Evaluation
The College meets this standard.

Governing Board members have authority only when acting as a Governing Board legally in session. Once the Board reaches a decision, it acts as a whole. Board members annually file statements of economic interest. Further, because the District is a public entity, the Governing Board is ultimately responsible to the citizens of the District.

Actionable Improvement Plans
None

IVB.1.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.

Description
The District, per its mission statement codified in Board Policy 1200, strives to
- Empower students to achieve their highest aspirations;
- Develop leaders who create opportunities and transform lives;

- Provide students and communities with equitable access to educational resources, experiences, and life-long learning opportunities to meet or exceed their goals; and
- Deliver programs and services that sustainably enhance the region's human, economic, environmental, and social development.

Board policies related to academic affairs (Board Policy Manual, Chapter Four, Academic Affairs) and student services (Board Policy Manual, Chapter Five, Student Services) are developed and reviewed by the Board. The administrative procedures to implement these policies are developed and reviewed under the Chancellor's leadership. The policies and procedures are consistent with the District and the College mission statements, federal laws, California Education Code, and State Title 5 regulations. The District's five strategic planning goals are consistent with policies and procedures and address the improvement of student learning programs and services and the resources necessary to support them. Those goals are

- Advance Student Access, Success, and Equity;
- Engage Communities and Partners;
- Build Programs of Distinction;
- Strengthen Accountability, Innovation and Collaboration; and
- Develop Resources to Advance and Sustain our Mission.

The District annually sets institutional outcomes to address and implement the strategic goals. Those institutional outcomes seek to ensure quality, integrity, and improvement of student learning programs and services, as well as the resources needed to support them. The annual institutional outcomes are finalized, with input from all constituencies, at the annual Planning and Budgeting Integration Summit in August. Each College then sets measureable outcomes/objectives in alignment with the District wide institutional outcomes. Each College also provides an update as to how the measureable outcomes/objectives were achieved [REF: District-wide Strategic Plan]. The District Strategic Plan is currently undergoing review for updating.

The Planning and Budgeting Integration Model (PBIM) District committees (Technology, Facilities, Education, and Planning and Budgeting Council) established pursuant to Board Policies and District Administrative Procedures have as their main goal/objective to ensure the quality, integrity, and improvement of student learning and programs and services and to address the resources necessary to support them. Through this District-wide committee structure, the Colleges and District service centers work together to ensure student success. All information regarding these District-level committees, including agendas, minutes, and meeting documents are posted at a central web site [REF: Planning and Budgeting Integration].

Self-Evaluation
The College meets this standard.

The Governing Board acts in a responsive manner regarding its expectations for quality, integrity, and improvement of student learning programs and services. It reviews all policies, especially those pertaining to educational services and offerings, on a regular basis to ensure

that these policies are consistent with the District Mission statement. The Chancellor ensures that all District administrative procedures which implement Board policy ensure the quality, integrity, and improvement of student learning programs and services. The District Budget Allocation Model (BAM) [REF: Budget Allocation Model manual] provides a defined method for allocating funding to the Colleges for student learning programs and services. The District also assists the Colleges in seeking additional funding through grants and special programs targeted toward the quality, integrity, and improvement of student learning programs and services. Applications for grants and special programs are presented to the Governing Board for review and approval. The voter approved Measure B Parcel Tax, passed by voters in 2012, provides College and District resources to address student needs [REF: Measure B language]. These funds are now linked to a funding process called, Peralta Accountability for Student Success Program (PASS) [REF: Peralta Accountability for Student Success Program].

Actionable Improvement Plan
None

IVB.1.c.The Governing Board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Description
The responsibility for educational programs and fiscal integrity is the responsibility of the Governing Board. In its policy on duties and responsibilities (BP 2200), the Board acknowledges its responsibility to "establish policies that define the institutional mission and set prudent, ethical and legal standards for College operations," "monitor institutional performance and educational quality," "assure fiscal health and stability," and "advocate and protect the District."

The District and Colleges adhere to various Board policies in Chapters Four and Five of the Board Policy Manual regarding educational quality. Those policies, that are regularly reviewed and updated, include program, curriculum and course development; general education; articulation; graduation requirements; student learning outcomes; standards of scholarship; and provision of essential student support services, including the Student Success and Support Program; At each Board meeting, the Chancellor has the opportunity to report on various topic and initiatives. The Chancellor may include updates from the Vice Chancellors and College Presidents. These updates may include reports on grant applications, curriculum change, program of distinction, educational planning, student achievement, enrollment data, and reports that address educational quality or financial integrity.

The Board receives an oral report from the District Academic Senate President at each meeting, which consistently addresses educational quality and the obligation to provide students educational quality and ensure their success. These oral reports are posted in the Board meeting minutes.

In conjunction with the Chancellor and District general counsel, the Board is apprised of, and assumes responsibility for, all legal matters associated with the operation of the Colleges and the District office. As needed, the District hires outside counsel to take on specific tasks. The Board is regularly updated on legal matters in closed session (BP 2315) [REF: BP 2315 Closed Sessions].The Governing Board assumes responsibility for monitoring all aspects of District and College finances. An external auditor conducts an annual, independent audit of the District's financial statements and accounting practices, which is reviewed by the Board and presented at a public meeting [REF: Annual Financial Audit documents]. The District Chief Financial Officer holds regular meetings of the Retirement Board regarding Other Post-Employment Bonds (OPEB) investments, which meet GASB 45 regulations [REF: GASB 45 – Peralta Retirement Board]. The Board receives quarterly financial reports and enrollment reports in addition to a comprehensive multi-year annual report on the financial condition of the District, as required by the state following the guidelines of the State Chancellor's Office for California Community Colleges.

Self-Evaluation
The College meets this standard.

The Governing Board, functioning as an independent body, has ultimate responsibility for educational quality, legal matters, and financial integrity. The Board's decisions are in keeping with the District's Mission and adhere to federal law, state law and regulations, and local policies and guidelines.

Actionable Improvement Plans
None

IVB.1.d The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Description
The Governing Board policies (By-laws) specifying the Board's size, duties, responsibilities, structure, and operating procedures are approved by the Board and published in the Board Policy Manual.

The policies specific to this Standard were approved by the Governing Board in September 2011 and are regularly reviewed by the Governing Board. Policies applicable to this standard include the following:
BP 2010 Board Membership
BP 2015 Student Members
BP 2100 Board Elections
BP 2200 Board Duties and Responsibilities
BP 2210 Officers
BP 2310 Regular Meetings of the Board
BP 2315 Closed Sessions
BP 2330 Quorum and Voting

BP 2340 Agendas
BP 2345 Public Participation at Board Meetings
BP 2360 Minutes and Recording
BP 2510 Participation in Local Decision Making
BP 2710 Conflict of Interest
BP 2715 Code of Ethics
BP 2740 Board Education
BP 2745 Board Evaluation [

Self-Evaluation
The College meets this standard.

The Governing Board publishes its by-laws and policies pertaining to its size, duties, responsibilities, structure, and operating procedures. These are publically available on the District's web site.

Actionable Improvement Plans
None

IVB.1.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.

Description

The Governing Board for the Peralta Community College District is charged with establishing policies which govern the operation of the District. The Board has the expectation that all policies are followed properly. The Governing Board charges the Chancellor with the development and implementation of administrative procedures applicable to the Board policies. The Board Policy Manual which contains approved policies and administrative procedures, as noted previously, is posted on the District web site.

In 2011, the Governing Board converted all existing policies and procedures to the Community College League of California (CCLC) format. CCLC provides a legal service to assist Governing Boards and Districts throughout the California Community College system in maintaining updated and accurate Board policies and administrative procedures. Given the conversion to the CCLC model, no policy or procedure at this time predates 2011.

Many policies and procedures have been updated since 2011 as advised by CCLC update reports provided at least every six months. Further, given the ongoing changes by the state legislature to Education Code and resultant changes in state Title 5 Regulations, the Chancellor can recommend policy and procedural changes to implement mandates from the State even prior to any recommendation from CCLC. Administrative Procedure 2410 provides a clear description of the Policy Development Process [REF: BP 2410 Board Policy and Administrative Procedure].

All agendas, minutes, and video recordings of Governing Board meetings are located on the District web site: http://web.peralta.edu/trustees/meetings-votelog/ . As can be seen in reviewing Board agenda, minutes, or videos of Board meetings, the Board's actions are consistent with its policies and with District administrative procedures.

Self-Evaluation

The College meets this standard.

The Governing Board regularly evaluates its policies and District procedures, revises them as necessary, and acts in a manner that is consistent with its policies and by-laws. The Governing Board is greatly assisted in this process through the services provided by the Community College League of California.

Actionable Improvement Plans

None

IVB.1.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.

Description
The Governing Board has a process for Board member development which is codified in Board Policy 2740, Board Education. New Board members (trustees) and new Board Presidents are provided with a Board orientation. Board members are encouraged to attend at least one professional conference or workshop conducted by one of the associations of community College trustees annually. Board members attend various workshops, training, and conferences provided by the California Community College Trustees (CCCT), the Community College League of California (CCLC), and the Association of Community College Trustees (ACCT) to keep current on issues and trends effecting post-secondary education. Further, the Board engages in study sessions at least annually, which are open to the public.

The current members of the Governing Board have participated in the Community College League of California's Board Governance Education Program which focuses on the following competencies: accreditation, student success, governance, fiscal responsibilities, board evaluation, ethics training, and Brown Act training [REF: CCLC Board Governance Education Program]. The Board held a study session in November 2013 to refresh their understanding of Board member duties and responsibilities [REF: November 2013 Board Study Session].

Board members are elected for four-year terms and those terms are staggered as stated in Board Policy 2100, Board Elections, which adheres to California Education Code.

Self-Evaluation
The College meets this standard.

The Governing Board provides orientation for new members. Board members attend professional conferences and workshops and belong to the appropriate professional organizations. Board members participate in training sessions provided by the Community College League of California. The Board has a policy in place that provides for continuity of Board membership and staggered terms of office.

Actionable Improvement Plans
None

IVB.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Description
Board Policy 2745, Board Evaluation details the annual process the Governing Board undertakes for self-evaluation. Self-evaluation is conducted annually during the months of November and December. A self-evaluation form is provided to each trustee and student trustee near the 15th of November. The Board members complete the self-evaluation form and deliver it to the Board President by the end of November. The document is used as the foundation for a formal discussion during a workshop scheduled in conjunction with the December Board meeting. The Board's self-evaluation goal is to share views, values, concerns, and priorities and recommendations among themselves. The results of the self-evaluation process are used to identify accomplishments in the past year and goals for the upcoming year.

Self-Evaluation
The College meets this standard.

The Governing Board's process for assessing its performance is clearly defined in Board Policy 2745, Board Evaluation. The policy is publically available on the District's web site on the Board of Trustees web page.

Actionable Improvement Plans
None

IVB.1.h.The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Description
Board Policy 2715, Code of Ethics and Standards of Practice, details the standards of ethical conduct for Board members. This policy addresses the following: acting as a whole, managing conflicts of interest, handling special interest groups, maintaining appropriate conduct at Board meetings, maintaining confidentiality of closed sessions, exercising authority as Trustees, and handling administrative matters. Any allegations of violation of the code of ethics are to be directed to the President of the Board or the Vice President if the President's behavior is in question.

Self-Evaluation
The College meets this standard.

The Governing Board works to be collegial, collaborative, and professional. The Governing Board takes seriously their responsibility to the Colleges, the community, and the law.

Actionable Improvement Plans
None

IVB.1.i.The governing board is informed about and involved in the accreditation process.

Description

The Governing Board has been informed about and involved with the accreditation process through regular reports from the Chancellor, vice chancellors, and College Presidents. The four Peralta Colleges have been required to file numerous follow-up reports with the Accrediting Commission for Community and Junior Colleges (ACCJC) from 2010 through 2013. The follow-up reports addressed numerous District recommendations and some were specific to the Governing Board. Further, the follow-up reports required ACCJC site visits. During this time, the Governing Board reviewed follow-up reports than many other Governing Boards regarding District and College efforts to meet the Accreditation Standards. All reports required by ACCJC are placed on Board agendas for Board review and approval. The Board has been provided regular updates on strategies and processes that were used to respond to the various recommendations to ensure that the District/Colleges came into compliance with eligibility requirements, accreditation standards, and commission policies.

The Board takes the Accreditation process seriously and wants to be knowledgeable regarding all the work that is being done to meet eligibility requirements, Accreditation Standards, and Commission policies. Board members have made themselves available to meet with the various visiting teams from ACCJC. The Governing Board assumes full

responsibility for ensuring that all ACCJC recommendations are addressed in an effective and efficient manner.

The Governing Board participates in various Community College League of California (CCLC) events which also provide information and updates regarding regional accreditation and often members of the Accrediting Commission for Community and Junior Colleges (ACCJC) staff provide workshops at these events.

Self-Evaluation

The College meets this standard.

The Governing Board is well informed and appropriately involved in the accreditation process. The Governing Board is clear about the purpose and value of Accreditation and the ongoing need to meet and exceed Accreditation Standards.

In a Study Session on November 12, 2013, the Board addressed Accreditation; the minutes for this study session report the following:

> Accreditation is fundamental to how we operate. Because of Accreditation Standards, our focus is on best practices when it comes to institutional integrity, teaching and learning processes, student support systems, resources, governance, etc. If we could meet those standards on a regular ongoing basis, we would have a stellar District that we would be proud of. The reputation of our District, it would be enhanced as we continue to meet our Accreditation responsibility. This next cycle is critical for us to do so. (The former President of the Board) alerted everyone to the "Guide to Accreditation for Governing Boards" publication which explains the Accreditation Standards that describe the duties and responsibilities of Governing Board members for meeting Accreditation Standards and for leading a results-oriented College.

At the July 15, 2014 Board meeting, the Chancellor provided the Board with a detailed report on current accreditation work as the Colleges were preparing their Institutional Self-Evaluations for submission to the Accrediting Commission for Community and Junior Colleges and the March 2015 site visits. The Chancellor also provided the Board with a detailed outline of tasks to be completed monthly in finalizing the Institutional Self-Evaluation reports.

Actionable Improvement Plans

None

IVB.1.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.

Description

The Governing Board has the responsibility for selecting and hiring the Chancellor of the Peralta Community College District. The process for selecting a Chancellor is detailed in Board Policy 2431, Chancellor Selection. The current Chancellor has served since July 2012. The Board conducts annual evaluations of the Chancellor in closed session. The role and responsibilities of the Chancellor are outlined in Board Policy 2430, Delegation of Authority to the Chancellor, and in the Chancellor's job description [REF: Chancellor's Job Description]. Board Policy 2435 provides for the evaluation of the Chancellor.

The Governing Board delegates full responsibility and authority to the Chancellor to implement and administer Board policies and District administrative procedures without Board interference and holds the Chancellor accountable for the operation of the District. The Governing Board has taken seriously an ACCJC recommendation requiring the Board not to micromanage the District and has charged the Chancellor with full responsibility for administering the District.

The Chancellor meets weekly with his Cabinet, currently comprised of the Vice Chancellors; the Associate Vice Chancellors; General Counsel; the Director of Public Information, Communications and Media; and the four College Presidents. At the time of the writing of this response to the Standard, the District had posted the position of Deputy Chancellor/ Chief Operating Officer, who and hired will be a member of the Chancellor's Cabinet. These meetings provide the forum for addressing District strategic and educational planning with the purpose of maintaining quality educational programs and services for the community.

The selection/hiring process for College Presidents is contained in Board Policy 7123, Hiring Procedures for Regular Academic Administrators and Classified Managers.

Self-Evaluation

The College meets this standard.

Procedures are in place for the selection and evaluation of the Chancellor and the College Presidents. The Board and the Chancellor adhere to these procedures, respectively. Board members understand their role in policy making, and this commitment is clearly stated in Board policies. The Board has and upholds a policy for delegation of authority.

Actionable Improvement Plans

None

IVB.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.

Description

Upon the recommendation of the Chancellor, the Peralta Community College Board of Trustees appointed Dr. Eric Gravenberg, Interim President, College of Alameda, at their June 25, 2013[REF: Board Minutes, 6-25-13] meeting. Although interim, Dr. Gravenberg provides overall organizational leadership that supports the mission, vision, and values of College of Alameda and the mission of the Peralta Community College District.

Dr. Gravenberg served as Vice President of Student Services at Merritt College and has had a distinguished 38-year career in education. In addition, Dr. Gravenberg served in several senior leadership positions at major universities, both public and private. He is a seasoned administrator with a successful track record in building consensus and cultivating a cadre of leaders dedicated to educational and economic equity.

Dr. Gravenberg was formerly Vice President for Undergraduate Education at Alliant International University in San Diego; the Associate Vice President for Enrollment Management and Student Affairs at CSU, Sacramento; and Vice President with Noel Levitz, a higher education consulting firm specializing in enrollment management. In addition, Dr. Gravenberg served as the Associate Vice President for Enrollment Management at Howard University; Director of Admission at UC Riverside; Director of the Learning Center at Humboldt State University; and Statewide Director for the CSU Student Affirmative Action program.

At its regular Board meeting on July 15, 2014[REF: Board Minutes, 7-15-14] the Peralta Board of Trustees voted unanimously to extend the interim appointment of Eric V. Gravenberg as President of the College of Alameda through June 30, 2015 or until the position is filled permanently. The District began a national search for the next President of the College of Alameda and it is anticipated that the selected candidate will begin January 2015.

The College reinstated dean-level positions that had been eliminated during the early budget reductions. For example, a comparison of the College's fall 2013-2014 organizational chart with that of the fall 2014- 2015organizational chart indicates that all but two of the administrative positions that were defined as "interim" during the 2013-2014 academic year have been filled with permanent administrators [REF: 2013-14 Organizational Chart; 2014-2015 Organizational Chart]. The Peralta Board of Trustees approved the appointment of Dr. Charlene Perlas, Dean, Workforce Development and Applied Sciences at their January 21, 2014 meeting[REF: Board Minutes, 1-21-14]; Dr. Alexis Montevirgen, Vice President, Student Services at the March 25, 2014 meeting [REF: Board Minutes, 3-25-14]; Mr.

Timothy Karas, Vice President, Instruction and Toni Cook, Dean, Special Programs and Grants at the May 13, 2014 meeting [REF: Board Minutes, 5-13-14]. On June 16, 2013 the Board approved the Chancellor's recommendation to appoint Dr. Amy H. Lee, Interim Dean, Enrollment Service. [REF: Board Minutes, 7-16-13] The Board at its June 24, 2014 meeting voted to extend Dr. Lee's contract and expects that a permanent hire will occur before the end of the fall 2014 semester.

The College previously had two instructional deans; however, given the fiscal crisis of 2009-2013, former President Jackson decided not to move forward to fill one of the Dean's positions. With an increase in federal and state grant funded CTE resources, the District in 2011 created the position, Dean, Workforce Development and Applied Sciences. The addition of Dr. Charlene Perlas to serve as Dean of Workforce Development and Applied Sciences complements the institution's purpose, and complexity as there has been a tremendous increase in Career Technical Education resources and expectations.

Under the supervision of the Vice President, Student Services, the Dean of Special Programs and Grants, was originally approved as an Interim Position September 11, 2012; and approved as a permanent position May 24, 2014. This dean supervises EOPS, CARE and CalWORKs categorical programs, mental and physical health services. This dean also provides leadership in developing the College's 2014 Equity Plan, be an intricate part of the specially funded equity and access programs; and serve as a student services link to the grant funded CTE programs.

Maurice Jones, the former Dean of Academic Pathways & Student Success resigned June 30, 2014. He requested to return to the classroom, as an English instructor. He was assigned the additional duty of Institutional Effectiveness Coordinator. The Board of Trustees appointed Myron Jordan, Interim Dean, Division 2, Academic Pathways and Student Success at their July 15, 2014 meeting. [REF: Board Minutes, 7-15-14]

In response the college presidents to have full-time associated student leadership at each college, , a decision was made spring 2013 to create four full-time, 40 hour, 12 month management positions of Student Activities and Campus Life directors. As such, the Peralta Community College Board of Trustees approved the appointment of Dr. Luis Escobar to serve as the College of Alameda Director, Student Activities and Campus Life at their October 8, 2013 meeting. [REF: Board Minutes, 10-8-13]

Under the direction of the Vice President of Student Services, the Director of Student Activities & Campus Life has administrative responsibility for providing and coordinating opportunities for student leadership development. The Director works in collaboration with faculty and staff to develop a student leadership program. The Director serves as an advisor to the College student government and clubs and to encourage the development of student groups with extracurricular and co-curricular student engagement programs, e.g. student activities, special student-led conferences, and cultural event series.

In addition, the Director of Student Activities and Campus Life is responsible for developing and administering ombudsman and adult reentry services. In collaboration with the staff of Admissions and Records, the Welcome Center, Financial Aid, Special Academic Support programs, and Outreach Services, the Director coordinates in-reach, orientation activities and student engagement. The Director develops, monitors, and manages the unit's budgets, and exercises supervision over students and staff. Other responsibilities include preparation, development, monitoring and management of student government budgets.

During 2013-2014, the Program, Director of Deputy Sector Navigator Program, position was filled by an interim appointment. The Deputy Sector Navigator (DSN) Program assists economic and workforce regional development centers and consortia, community colleges, middle schools, high schools, and Regional Occupational Centers and Programs (ROCPs) to improve linkage and career technical education pathways between high schools and community College. DSN program goals include: : Increasing the readiness of middle school and high school pupils for access to postsecondary education and careers in high-need, high-growth, or emerging regional economic sectors; and Increasing student success in postsecondary education and training for careers in high-need, high-growth, or emerging regional economic sectors.

On July 15, 2014, the Board approved the appointment of Michael Goldberg as Interim Director of Workforce Systems (grant-funded position) from July 16, 2014 through June 25, 2015, or until the position is filled on a regular basis. [REF: Board Minutes, 7-15-14] Mr. Goldberg has more than 15 years of progressively-responsible experience in East Bay workforce development and education. He has been the Manager of the College of Alameda One Stop Career Center (OSCC) since 2010; and in prior roles, he served as Associate Director of Operations at The English Center, Education Coordinator at Lao Family Community Development, and an Adult Education/ESL Instructor with the Oakland Adult School. Mr. Goldberg currently serves as the OSCC representative on the Alameda County Workforce Investment Board Youth Council. Mr. Goldberg possesses a Master in Education from the University of Massachusetts, Amherst and a Bachelor of Arts in Economics from the University of California, Santa Cruz, and a California Preliminary Adult Education Teaching Credential.

Self-Evaluation
The College meets this standard.

Although interim, Dr. Gravenberg provides overall organizational leadership that supports the mission, vision, and values of College of Alameda and the mission of the Peralta Community College District.

Actionable Improvement Plans
None

IVB.2.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.

Description

To fulfill its purposes, the College is organized into three areas: (1) Student Services, (2) Instruction, and (3) Administrative Services. Student Services and Instruction are each led by Vice President of Student Services, Drs. Alexis Montevirgen and Vice President of Instruction, Timothy Kara's respectively. Business and Administrative Services is led by MaryBeth Benvenutti, Director of Business and Administrative Services. All three of these administrators report directly to the President. The President delegates to each of these leaders the responsibility for the functions within his/her area.

The Vice President of Instruction supervises the Dean of Academic Pathways and Student Success and the Dean of Workforce Development and Applied Sciences. The Dean, Workforce Development and Applied Sciences also supervise the Director, Deputy Navigation Sector Program. [REF: Instructional Division Organizational Chart] The Vice President of Student Services supervises the Dean, Enrollment Services, Dean, Special Programs and Grants, Director, Student Activities and Campus Life, and Interim Director of Workforce Systems (grant-funded position). [REF: Student Services Division Organizational Chart]

The President convenes Senior Staff meetings every Monday to ensure that all College administrators are informed and kept abreast and involved in new, developing, and ongoing College issues. An example of the Senior Staff meeting agenda is noted in the evidence section. [REF: Sample of Senior Staff meeting agenda]

The President's Cabinet (comprised of the leaders of the Academic Senate, Classified Senate, Associated Students College of Alameda, and Chair, Curriculum Committee) and the College Council are the two major College committees that adhere to AB1725's directive regarding faculty, staff and students being involved in the shared governance process. Persons serving on the 2014-2015 College Council are noted on http://alameda.peralta.edu/College-council/membership/ and the agenda and minutes are posted on http://alameda.peralta.edu/College-council/agendas-and-minutes/.

The College Council continues to serve as the central planning body of the College. The meetings are now well attended and the membership understands the decision-making accountability of the body.

The April 2010 follow-up visiting team commended the College for exceeding the relevant Standards of Accreditation. The team noted that the practices put into place more than three year earlier were still in place and were being reviewed and modified to make any improvements in the process. In particular, the planning agendas for SLOs, accreditation,

planning, resource allocation, campus newsletters, and the College website were excellent and the distribution of agendas and minutes of the College Council commendable.

During the 2013-2014 academic year, College of Alameda Interim President, Dr. Gravenberg, sought to underscore the importance of communication and customer service. As such, he instituted Executive Staff meetings which included the administrative "team," and the administrative supportive staff of classified professionals. The goal of these meetings is to insure that the importance of communication of the College's institutional values, goals and direction is understood by all.

Self-Evaluation
The College meets this standard.

The President effectively plans, oversees, and evaluates the College's organizational structure and planning and governance processes based on relevant data to enable him to make decisions regarding the direction and course of action for the College. The President has ultimate responsibility for decisions on planning, budgeting, selecting and developing personnel, and assessing institutional effectiveness to fulfill the College's and District's missions to its constituents. The President appropriately delegates responsibility to his administrative team.

Actionable Improvement Plans
None

IVB.2.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.**

Description

College of Alameda (COA) is one of four Peralta Community Colleges. The Peralta Community College District was established in 1964 with its roots in the history of public education in Oakland. The name Peralta reflects the Spanish land grant to Sergeant Luis Maria Peralta in August 1820 of Rancho San Antonio, upon which the six cities that comprise the Peralta Community College District are now located. We primarily serve the residents of Alameda, Albany, Berkeley, Emeryville, Oakland and Piedmont.

The vision of College of Alameda is that of a diverse, supportive, empowering learning community for seekers of knowledge. COA is committed to providing a creative, ethical and inclusive environment in which students develop abilities as thinkers, workers and citizens of the world. [REF: College Mission]

The College uses this vision to choreograph three central themes in our quest for "learning excellence" and services to students.

These three themes are:

- Academic Excellence
- Budgetary Competence, and
- Community Engagement

The College calls these "our ABCs" emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams! Noting the community college movement all over the world emerged out of the American focus upon "community" and "citizenship" in higher education; we draw the meaning of a community college degree as defined for us by California Education Code: Title 5. From this, what a student should be able to do with what is learned here is outlined in three general areas that define a comprehensive community college education that prepares students in terms of:

- **Foundational Knowledge and Learning** – College courses that prepare people for transfer to higher levels of education or simply to understand our place in the world and the world in and of itself
- **Critical Thinking and Applied Skills** – an overall set of life "survival" skills necessary to be a productive, employed, and effective citizen including applied learning in the areas of Career and Technical Education (CTE)
- **Personal Enrichment and Efficacy** – College courses that develop the life skill sets for pursuing well being and an enhanced quality of life

At College of Alameda, "ABCs" means we integrate our core values in all we do to help students in their efforts to realize their dreams. How are these crucial success indicators emphasized in service to our learning community?

Academic Excellence means we validate our work based on the assessment of our students' success as defined by our Institutional Learning Outcomes. We seek to meet these goals with a commitment to innovative and integrated curriculum built upon collaborative partnerships within our organization between student services & academic instruction, seeking to create opportunities for applied learning (such as service learning, civic engagement and cross-discipline learning communities), all within in the context of a psychologically and intellectually safe environment that encourages risk-taking and celebrates our successes.

Budgetary Competence means all our services need to be offered creatively within the real-world constraints of our budget. We are all a part of this process of being responsible stewards for the resources entrusted to us by the community we serve. We strive to not bring ideas to the table without first asking how this fits within our resource limits, seeking to find

creative ways to supplement our budget. In this we also seek to find creative ways to do what we want to do within the context of our vision of success – not merely a shrunken vision of what we have always done. We also seek to serve our students with convenient and creative scheduling allowing us to offer courses that are productive, creative and experimental. We look for holistic offerings that complement our existing programs, our sister Colleges within the Peralta Community College District, and that play to the unique strengths of College of Alameda.

Community Engagement means we seek to embody a spirit of collegiality, actively working towards a student-centered philosophy that embodies a community of scholar practitioners committed to serving our students with professional and collegial competence. We aspire to hold one another accountable to clear standards of success and excellence – as defined by our Institutional Learning Outcomes – utilizing a process of evaluation and assessment, leading to improvement of College programs & services. In this we use tried and tested models of academic excellence that work! COA's Learning Communities (Adelante, APASS, Amandla, Community Leadership and Public Service) are all examples of successful programs that exemplify our commitment to students. We focus on a holistic collaborative approach to learning; one in which learning happens both in- and out- of the classroom. We recognize our frontline staff members are no less important than our administration and our faculty cannot function without either. We actively promote and support students as equal partners in shared governance through the Associated Students of College of Alameda (ASCOA). This one team approach, comprised of students, staff and faculty, seeks to de-emphasize distinctions between the stakeholders; we are all learners, each working towards a common goal: student success!

In line with our definition of crucial student success indicators, "Learning at College of Alameda" follows the notion that an Associate's degree from a comprehensive community college should embody, "a coherent and integrated pattern of learning experiences (to) prepare students (as) educated persons with a broad range of knowledge to evaluate and appreciate the physical environment, the culture, and the society in which they live; to be able to examine the values inherent in proposed solutions to major social problems; and to be able to participate effectively in their resolution." Title 5 emphasizes the role of education in preparing "citizens with a broad educational foundation, to develop a populace that can participate effectively in all domains of society: civically, economically, and politically."

Therefore, it is the mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

Following Title 5, the faculty, staff, and administration at College of Alameda strive to accomplish our mission in a more complex world with challenges unique to living in the twenty-first century. We meet these challenges offering courses in three areas of focus: career technical education, liberal arts and sciences, and personal enrichment. It is by being "comprehensive" in this way that College of Alameda offers students critical life skills and tools to live more effectively in the world.

College of Alameda supports student success by empowering students with the values, knowledge, and skills to succeed in becoming engaged global citizens. These qualities enable them to be involved in the creation of a future that is socially just, economically viable, ecologically sound, and promotes a healthy quality of life and holistic well-being.

We assess the achievement of our goals in the success of our students when they are able to apply what they learn in the classroom to the efforts needed to achieve their academic, professional, and personal aspirations! Therefore, the criteria of success by which we assess ourselves and our mission are found in our Institutional Learning Outcomes.

These meet the vision of a "comprehensive community college education" as put forward in Title 5, and are framed as the answer to a question:

As a result of their learning experiences at College of Alameda, what are students able to do out in the world?

- Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
- Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
- Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
- Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
- Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.

Finally, we offer all our services guided by the highest standards of research-based professional practice by evaluating what we do to continuously improve our educational services rooted in the findings of fact.

• ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;

One of the impacts of the 2009-2013 fiscal cutbacks was the elimination of a campus-based researcher. The Vice Chancellor, Educational Services continued to provide relevant performance data. With the passage of proposition 30, the District retained the services of an institutional researcher; however, all four of the Peralta campuses continue to underscore the importance of reinstating the capacity of campus-based research. In the absence of a dedicated position, the President relies on data that is generated by the District Office of Institutional Research. The District Institutional Research office is responsible for the analysis and delivery of data to the colleges for planning and reporting purposes. In the course of these activities, the Office of Institutional Research generates reports and statistical analyses that inform management, faculty, staff, government agencies, and the general public about Peralta's academic programs, students, personnel, and services. The Office of

Institutional Research serves as the liaison to colleges and government agencies involved in issues of educational research.

Data from the Office of Institutional Research is provided in the following areas: Peralta Facts by topic; Peralta demographic profiles; awards and transfers; equity data; success and retention data; basic skills tracking; cohort tracking; enrollment data; and data by discipline for program reviews and annual program updates. The Office of Institutional Research also maintains a BI (Business Intelligence) Tool (interactive dashboards). The BI Tool is the reporting environment for Peralta Community College's Institutional Research Data Warehouse (IRDW), currently using the Oracle Business Intelligence Enterprise Edition (OBIEE) version 10G software. The BI Tool is a powerful ad-hoc query and analysis tool that works against a logical view of information from multiple data sources in a pure Web environment.

The District Office of Institutional Research assists in providing needed and/or required data for College needs. Annually the District Office of Institutional Research provides data for comprehensive program review and/or annual program updates. In support of the Institutional Self-Evaluation report, the District provided a College specific researcher to work with the College providing data pertinent.   The researcher had a leadership role at the College Education Committee meetings and the College Accreditation steering committee meetings.

College planning is driven by the mission, vision, values, and strategic planning goals and measureable objectives. These are incorporated into comprehensive program reviews (every three years) and annual program updates (in the non-comprehensive program review years). All research data and student learning outcomes assessment data is used in compiling College-wide educational planning and resource allocation. Comprehensive program reviews and annual program updates include specific program needs resulting from the assessment of program data and student learning outcomes. The planning documents include specific requests for personnel, equipment, supplies, facilities, and professional development needs.

Annual Program Updates - (APU's) integrate and give evidence that directly supports the College's institutional goals and learning outcomes. All APU's are completed per the College's Planning and Budget Integration guidelines and are fully vetted using the College of Alameda Strategic Integrated Planning and Budget Model. The review of APU's requires a rigorous and documented process that involves all College constituencies. Resource requests are are ranked and recommended for funding. Once the APU's are completed, the respective action plans are developed and finalized and budget requests associated with the action plans are compiled into a comprehensive budgetary request matrix. The Department Chairs assist with prioritizing and ranking the budget requests, ensuring a faculty-driven process. The ranked resource request matrix is submitted to the College management team for review and further refinement s and is simultaneously forwarded to the Budget Committee, Academic Senate and College Council for review. The ranking or priority assigned to the requests may change by joint consultation with the reviewing bodies. Program Reviews and APUs can be found on the College website. [REF: Instructional Program Reviews; Student Services Program Reviews]

The Institutional Effectiveness Committee (IEC), the assessment and evaluation committee for the College, reviews and provides input on the assessment and evaluation of Instructional SLOs, Student Services Learning Outcomes and Administrative Services Outcomes (President's Office, Office of Instruction, Student Services and Business Services) as part of its overall responsibility for institutional effectiveness.

Role of IEC in the planning process

The mission of the Institutional Effectiveness Committee (IEC) [REF: Institutional Effectiveness Committee] is to ensure that the College maintains a set of ongoing and systematic institutional processes and practices. The IEC areas of responsibility include college planning; the evaluation of programs and services; the identification and measurement of outcomes across all institutional units (including learning outcomes in instructional programs); and the use of data and assessment results to inform decision-making. All of these activities are accomplished with the purpose of improving programs and services and increasing student success and institutional quality.

Therefore, it is the College's ongoing commitment to meet or exceed all standards of accreditation. COA will continue to use the Strategic Integrated Planning & Budget Model to guarantee an open and transparent shared governance process and to make recommendations and decisions on resource allocation and action priorities. [REF: Strategic Integrated Planning & Budget Model] As previously stated, this model received full approval from all shared committees in December 2009 and was updated and approved by the College Council in 2014. College of Alameda's Strategic Integrated Planning and Budget Model is a tool that was activated and used during academic year 2009, and has consistently been used in subsequent budget cycles. . The College Strategic Integrated Planning & Budget Model corresponds with the COA Planning & Budget Integration timeline, which is updated each year.

Self-Evaluation
The College meets this standard.

Through appropriate planning and evaluation, the President guides the institutional improvement of the teaching and learning environment. At College of Alameda, the President and constituency groups share a commitment to effective dialogue working together collaboratively to set values, goals, and priorities. The College President ensures that the work of the College links educational and resources planning and that this planning is integrated with student learning outcomes assessment and comprehensive program review and annual program updates.

Actionable Improvement Plans
None

IVB.2c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Description
The President assures the implementation of statutes, regulations, and Governing Board policies and through various methods that institutional practices are consistent with the institutional mission and policies. As such, the President convenes the Administrative Managers, weekly; Senior Staff, bi-weekly; President's Cabinet, monthly; and Executive Staff as needed. In addition, the President meets monthly with the College Council where discussions of statutes, regulations, and Board policies, as well as the College mission, vision, and values occur. For example, there have been many changes in California Education Code and California Community College Title 5 regulations in keeping with the Student Success and Support Program Act of 2013. As a result, the President has factored those changes and requirements into meeting agenda items for discussion and action, as appropriate and necessary.

The President meets weekly with the Chancellor's Cabinet at District office. He attends all Governing Board meetings, and is a voting member of the Planning and Budgeting Council. These District level connections serve to ensure consistency of statutes, regulations, and Board policies between the District and the College.

Self-Evaluation
The College meets this standard.

The President assures the implementation of statues, regulations, Governing Board policies, and District administrative procedures. In addition, the President follows institutional practices consistent with the mission, vision, and values of the College. The President and the administration consistently refer to the relevant statutes, Governing Board policies, and District administrative procedures when making important decisions at the College. Further, administrators see it as their responsibility to inform faculty and staff of Board policies, District administrative procedures, Title 5 regulations, and relevant laws regarding day-to-day operations of the College.

Actionable Improvement Plans
None

IVB.2.d. The president effectively controls budget and expenditures.

Description
The College of Alameda President effectively controls the budget and expenditures. The College regularly monitors its expenditures to ensure that the expenditures do not exceed the

site allocation. The President works within the College's participatory governance process to set the College's budget priorities.

Self-Evaluation
The College meets this standard.

The President successfully controls the integrated budget and planning process through appropriate dialogue with various constituents and the College Council. These processes assure ongoing institutional evaluation and improvement and a balanced College budget that meets the identified needs of students and the College.

Actionable Improvement Plans
None

IVB.2.e. The president works and communicates effectively with the communities served by the institution.

Description

At the beginning of each semester at College flex day, the President provides an update on key issues, topics, and information in order to keep the College community informed and up-to-date on pertinent District/College matters, as well as State and Accreditation matters. [REF: Flex Day, Fall 2013; Flex Day, Spring 2014] The President also assures that communication flows from key College committees to all members of the College, in part by making committee meetings open to all constituencies and distributing agendas and minutes to the entire College community through email. Information from various District committees, such as the District Planning and Budgeting Council, is reported out at the President's Administrative and Management Meetings, as well as College Council. The President also has established Colleagues in Conversation as an additional mode of communication. He has also established drop-in hours each month.

It is the mission of the College of Alameda to engage the service communities and partners (e.g. with various industries and among non-profit and other educational organizations). The College does this to build foundations of learning upon which what is learned enables all to live with one another in a manner that builds community. It is within this context that the College added to its partnerships and initiatives by instituting

> **Alameda Promise Initiative** - Established in 2012, the Alameda Promise Initiative is an integrated approach to student success utilizing a cohort model to assist with dedicated English classes structured in such way so students will achieve College level performance in writing. It provides placement in classes on thorough assessment and counseling support. The project also utilizes dedicated faculty and student mentors. The project then follows and supports students in their progress through the identification of classes tailored to facilitate students in their success on "self-chosen" academic pathways. Students are selected by a committee comprised of instructional faculty, counseling faculty and staff. Criteria for selection include a

student fitting into one or more of the aforementioned target groups. Each student signs a "responsibility" pledge, which stipulates attendance at Alameda Promise events and mandatory counseling sessions. Ninety percent of the students who participate will have an Educational Plan by the end of their first year. As an incentive, each student receives a laptop and free wireless access to assist with their educational studies and career preparation. Process and outcomes evaluation are data driven, and student overall academic progress is monitored by our Institutional Effectiveness Committee.

Alameda Transportation and Logistics Academic Support (ATLAS) is a dynamic partnership between the College of Alameda, The Workforce Collaborative and Oakland Adult and Career Education designed and delivers career pathways training. Curricula are designed with input from logistics industry experts and integrated with College level, adult education and non-profit resources to create a comprehensive education, training, and job placement program.

ATLAS serves:

- Students interested in entry-level jobs in logistics with career pathway opportunities.
- Current logistics employees seeking career advancement.
- Employers interested in customized training.

ATLAS is a member of the California Transportation and Logistics Initiative (CATLI), a statewide collaborative of postsecondary education institutions, workforce investment Boards, economic development agencies, and community-based organizations working to advance the logistics industry and train its workforce for the twenty-first century.

Center for Community Change and Urban Leadership supports The Violence Prevention Strategies Certificate Program, which was designed by practitioners in the field over the past decade. This program engages students from a wide range of backgrounds in community change, systems navigation, political education, and leadership development. In addition, the Center supports The Public Administration Pathway to Career Success Initiative which offers the Public Administration Certificate. The Pathway to Career Success Initiative is designed to provide an introduction to the field of Public Administration and the "calling" of public service.

Men of Color Initiative - At all levels, men of color have significant challenges that can impede their path to success. The College's institutional data pointed to the numbers of men of color who begin but falter in the completion of their educational journey due to a myriad of factors. In COA's focus groups, men of color are able to clearly articulate their aspirations; however, they often lack the information, exposure, preparation, and support required to reach these goals.

To ensure the overall success of African American, Latino and Asian/Pacific Island students, the College of Alameda Men of Color project provides participants with academic, emotional, cultural, and career tools to equip men with the knowledge,

skills, and abilities to become successful leaders in a global society. Participants enroll in a learning community course that concentrates on development of leadership skills by familiarizing them with their cultural legacy of achievement, encouraging them to adopt habits and practices that create the life and career attainment they desire for themselves.

Veterans Affairs - The Veteran Affairs Program has been providing educational benefits to Veterans and Veteran Dependents since the College opened in 1970. Its primary purpose is to help eligible Veterans/Veteran Dependents complete their educational goals of as associate degree, certificate of achievement, certificate of completion, and/or general education certification for transfer, while keeping in compliance with the Federal and State guidelines for their educational benefits. The College has developed a partnership with the Sentinels of Freedom Scholarship Foundation to create a Veterans Resource Center (VRC) on the College of Alameda campus**.** A dedicated Veterans Counselor was hired in December 2013, and the VRC is scheduled to open spring 2015. Outreach has begun to Veterans organizations and governmental agencies. Additionally, a veteran's student club has been established. As of June 2013, College of Alameda was the only Peralta College listed on the U.S. Department of Veterans Affairs, as having indicated its intent to participate in the Principles of Excellence program/initiative.

Pathway to Law School Initiative – The Community Colleges Pathway to Law School Initiative is an unprecedented effort within California higher education to enhance opportunities and advancement in the legal profession for diverse populations, particularly those who have been underrepresented. The initiative requires students to complete courses based on a defined set of "success factors" that help make effective lawyers. The transfer initiative will align criteria from these success factors with community College courses already approved in corresponding [Intersegmental General Education Transfer Curriculum](IGETC) to prepare students for law school.

Learning Communities In 2009 the Instruction and Student Services leadership vowed to address the Basic Skills Initiative in an innovative way, and established the three Student Success Learning Communities: *Adelante* [Spanish to motivate "onward" movement] focused on Latino readings and learning strategies; *Amandla* [Zulu for "power"] focused on African-American readings and learning strategies; and *APASS* [Asian/Pacific American Student Success] focused on Asian-American readings and learning strategies.

These Learning Communities are designed to provide students with the necessary knowledge and self-confidence to succeed. Students take accelerated, culturally-focused English courses with a companion counseling/study skills courses. Learning communities support academic achievement, encourage cooperative learning, promote service learning and civic responsibility, and cultivate collaboration among all three learning communities.

In order to serve students effectively, the following philosophy has been adopted:

- **Opportunity:** Historically not all students thrive in a traditional educational setting. The Student Success Learning Communities are a student-driven program that addresses the academic needs, personal growth, and college preparation of students.
- **Awareness:** Faculty meet students at their current level of preparation by validating the students' life experiences through culturally-sensitive reading materials that often reflect their own life experiences.
- **Empowerment:** Students are empowered to achieve independence, increased self-confidence, and an integrated understanding of themselves within the context of the academic environment, leading to full participation in the College and in the community.

Self-Evaluation

The College meets this standard.

The President works very successfully with the communities (external) served by the College and is in regular communication with the College's constituents (internal) demonstrating a solid commitment to institutional integrity. Effective communication with College constituencies and with the community has been essential to the College, and the stability of the College, for many years. The current College President values those connections. The College President recognizes that through partnerships with the community and effective communication with various entities in the community it is possible to meet the mission, vision, and values of the College and to provide a quality education to the community the College serves.

Actionable Improvement Plans

None

IVB.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.

IVB.3.1. 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.

Description

The publicly elected Board of Trustees is the Governing Board for the four Peralta Community College District Colleges. The authority of the Governing Board is delineated in California Education Code; its mandate is to provide oversight of and direction to the District. The Governing Board keeps Board policies current given that Board policies address key operational issues of a California Community College District.

The Governing Board appoints the Chancellor and delegates to the Chancellor executive responsibility for administering the policies adopted by the Governing Board. The Chancellor executes all decisions of the Governing Board requiring administrative action. The role and responsibilities of the Chancellor are delineated in Board Policy 2430 [REF: BP 2430 Delegation of Authority to the Chancellor]

At the College level, authority and responsibility for implementing policies and procedures of the Governing Board, as well as the directives from the Chancellor, rests with the College President as stated in Administrative Procedure 2430 [REF: AP 2430 Delegation of Authority to the Chancellor's Staff].

At the District-level, there are four Vice Chancellors; a General Counsel; an Executive Director of Public Information, Communication, and Media; and an Associate Vice Chancellor/Special Assistant to the Chancellor who report directly to the Chancellor. The four College Presidents also report directly to the Chancellor. At the time of the writing of this report, the District had posted the position of Deputy Chancellor and Chief Operating Officer. Once this position is filled there will be a change in the District office organizational structure. The Vice Chancellor of General Services, the Vice Chancellor of Human Resources and Employee Relations, the Office of Finance and Administration, and the Associate Vice Chancellor for Informational Technology will report to the Deputy Chancellor and Chief Operating Officer. The Deputy Chancellor, the Vice Chancellor of Educational Services; General Counsel; the Executive Director of Public Information, Communication, and Media,; and the Associate Vice Chancellor/Special Assistant to the Chancellor will report directly to the Chancellor. The roles and responsibilities of these administrators are delineated in job descriptions which are housed in the District Office of Human Resources [REF: District Office of Human Resources]. General statements of

responsibilities of the Vice Chancellors are also included in District Administrative Procedure 2430 (cited above).

At the District-level, the Chancellor has a Chancellor's Cabinet which is comprised of all District administrators noted above, all associate vice chancellors, and the four College Presidents. The Chancellor's Cabinet meets weekly at the District office in an effort to set and communicate expectations of educational excellence and integrity throughout the District and to assure ongoing support for the effective operation of the Colleges. Thus the Chancellor through this administrative team ensures a clear delineation of the role of the District office administrators versus the College Presidents, as well as accountability for planning and decision making.

Also, at the District-level there is a participatory governance process for Planning and Budgeting Integration comprised of four District committees which are key to planning, decision making, and collaboration between the District service centers and the Colleges [REF: Planning and Budget Integration]. These four committees which meet monthly are the District Facilities Committee, the District Technology Committee, the District Education Committee, and the District Planning and Budgeting Council. Each committee has a specific charge with the purpose of setting standards for educational excellence throughout the District and bringing College constituency representatives and District administrators together in an effort to address District operations and District-wide planning.

At the beginning of each academic year the four District committees, at the direction of the Chancellor, come together at a summit to review the annual budget and to finalize annual institutional goals and measureable objectives in alignment with the goals of the District Strategic Plan. The Summit also is an opportunity for the four District committees to begin their committee process for the academic year, which is essential to District-wide planning, by setting annual committee objectives in keeping with the District-level institutional goals and measureable objectives in keeping with the District Strategic Planning Goals [REF: 2014-2015 Strategic Goals and Institutional Outcomes]. All recommendations throughout the academic year from the three subject matter committees (Technology, Facilities, and Education) are forwarded to the Planning and Budgeting Council (PBC) for review and approval. The PBC forwards recommendations to the Chancellor for review and action. At the end of each academic year, all committee members are requested to assist in evaluating the Planning and Budgeting Integration Model committee process in an effort to continuously improve the District planning and budget integration process [REF: District Surveys]. All agendas, minutes, and meeting documents are posted on a public District web site. The meetings of the four District committees are open to the public.

Self-Evaluation
The College meets this standard.

The Chancellor is clear as to his role and responsibilities as the chief executive officer/chief administrative officer of the Peralta Community College District. The Chancellor is also clear as to the role of the College President as chief executive officer/chief administrative officer of the College. The Chancellor has determined the need for a Deputy Chancellor and

Chief Operating Officer to provide oversight of the day-to-day operations of the District administrative center services. At the time this report was being written, the position was posted for hire.

The four College Presidents, through the Chancellor's Cabinet, collaborate weekly with the Chancellor and District administrators on integrated strategic and educational planning, the budget, and other matters affecting the Colleges and District. The College Presidents are given wide latitude in managing College planning, the College budget, and decision making regarding expenditures for instructional programs and student support services that address the mission of the individual Colleges. The College constituencies also come together with key District administrators and staff at the four Planning and Budgeting Integration Model committees in an effort to foster District-wide dialogue, set District-wide goals, priorities, and measureable objectives, and to assure transparency in decision making – and ultimately to ensure student success.

Actionable Improvement Plans
None

IVB.3.b.The district/system provides effective services that support the colleges in their missions and functions.

Description
The District office's primary purpose is to provide centralized operational and logistical support to the four Colleges. Under the leadership of the Chancellor, the District office provides key support services to the Colleges. The main services involve instructional and student services support, including institutional research, specific admissions and records centralized functions, District-wide grant and special programs support, international students services, specific financial aid services that are centralized, human resources and employee relations, business and financial services, legal services, public relations and marketing, facilities planning and construction, facilities and grounds maintenance, purchasing, information technology, and community and governmental relations. These centralized services support the Colleges in their missions and functions, and assist the Colleges to meet Accreditation eligibility requirements, Accreditation Standards, and Commission policies.

The District office offers District-wide coordination and support of educational services through the Vice Chancellor of Educational Services in conjunction with the Associate Vice Chancellor of Student Services and Registrar, the Director of International Education, the Director of Workforce and Economic Development, and the Director of Institutional Research. Educational Services is responsible for coordinating District-wide educational planning, filing reports to the Governing Board, and compiling and filing required reports to the California Community Colleges Chancellor's Office.

Also under the purview of the Office of Educational Services are curriculum and instruction, student services policies and procedures, Tech Prep, grants, financial aid coordination, a

faculty diversity internship program, staff development, and tenure review processes. Educational Services oversees the general management of CurricUNET for curriculum management; SARS for use by counseling services at all four Colleges, which through integration with PeopleSoft provides the MIS data for the Student Success and Support Program; and provides TaskStream as a systematic means of recording student learning outcomes and maintaining assessment data and reports. Currently Educational Services is leading a review of CurricUNET META to determine whether to move to this upgraded system to house curriculum (course outlines and program requirements), program review, and student learning outcomes and assessment data in one centralized system. [REF: Educational Services]

The Chief Financial Officer and the Finance Department provide centralized services for budget and finance, accounts payable, payroll, and, purchasing [REF: Business Services]. In addition to the Chief Financial Officer, the department includes an Internal Auditor, Payroll Manager, Budget Director, Purchasing Compliance Manager, and Director of Fiscal Services. The Vice Chancellor of General Services and the department provide facility and property services, as well as facilities maintenance and operations, capital outlay, design and construction, facilities planning and development management, mailroom/duplication, and police services [REF: General Services]. In addition to the Vice Chancellor of General Services, the department includes a Director of Facilities and Operations, Director of Capital Projects, Moving Manager, Facilities Planning and Development Manager, Project Design Manager, and an Energy & Environmental Sustainability Manager.

The Vice Chancellor of Human Resources and Employee Relations and the department staff provide the full gamut of human resources services and are responsible for all aspects of employee relations [REF: Human Resources and Employee Relations]. In addition to the Vice Chancellor of Human Resources and Employee Relations, the department includes a Director of Human Resources, Director of Employee Relations & Diversity Programs, and a Benefits Manager.

The Associate Vice Chancellor of Information Technology and staff oversee all District-wide technology services and District-level technology planning [REF: Information Technology]. District IT staff support the District-wide enterprise management system, the network infrastructure, telecommunications system, computers, and servers. In addition to the Associate Vice Chancellor of Information Technology, the department includes a Director of Enterprise Services and a Director of Technology Services.

As noted before there are four participatory governance committees at the District-level. The Vice Chancellor of Educational Services co-chairs the District Education Committee. The Vice Chancellor of General Services co-chairs the District Facilities Committee. The Associate Vice Chancellor of Information Technology co-chairs the District Technology Committee. The Chief Financial Officer co-chairs the District Planning and Budgeting Council. The other co-chair for each of these four committees is a faculty member who is elected annually. There is also a classified staff member who serves as co-chair of the District Technology Committee. These four committees, which comprise the Planning and Budgeting Integration process, provide a strong connection between District services and the

Colleges and thus provide an additional way to ensure effective services that support the Colleges in their missions and functions.

Self-Evaluation
The College meets this standard.

The District provides effective services that support the Colleges in their mission and functions. The Chancellor's Cabinet provides weekly opportunity for dialogue among the Chancellor, the College Presidents, and key District administrators which enhances communication in the delivery of effective centralized services to support the Colleges in their mission and functions. The four District-wide Planning and Budget Integration Model Committees, which provide for a participatory governance framework, also provide a means for the Colleges and District office staff to address effective services to support the Colleges in their mission and functions and to ensure focus on students and student success.

Actionable Improvement Plans
None

IVB.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Description
The District provides fair distribution of resources through a budget/resource allocation model. The budget allocation model provides a specific method of unrestricted general fund allocation in keeping with California SB 361. The current resource allocation model was implemented July 2011. {REF: Budget Allocation Model Handbook, 2014]

In establishing the new funding model, various allocation models in other multi-College Districts were explored. For the purpose of transparency and fairness, the Peralta Community College District decided to utilize the SB 361 legislation formula in allocating apportionment resources to the Colleges. The goal was to provide the Colleges with what they earn from the State. This model includes three fundamental revenue drivers:
- base allocation,
- credit FTES, and
- non-credit FTES.

The base revenue allocation takes into consideration the economies of scale and size of the Colleges. Apportionment funding from the SB 361 formula represents more than 70% of the District's unrestricted revenue. The shift to utilization of an SB 361 model has defined limits on the majority of resources and expenditures and has encouraged fiscal accountability at all levels.

The District applied guiding principles in the development of the budget allocation model. The model needed to be simple, easy to understand, and consistent with the State's SB 361 model. The Budget Allocation Model needed to provide financial stability, a reserve in accordance with PCCD Board policy and State regulations, and clear accountability. The

model also needed to allow for periodic review and revision, utilize conservative revenue projections, maintain autonomous decision making at the College level, provide some centralized services at the District office, and be responsive to the District's and Colleges' planning processes.

The District's annual general fund allocation from the State per SB 361 is an annual base allocation, credit base revenue, and non-credit base revenue. To provide stability and aid in multi-year planning, a three-year funded credit and non-credit FTES average is used to determine credit and non-credit base revenue per College. This is intended to assist in mitigating significant swings/shifts in credit and non-credit FTES per College and associated resources. Also included in District funding are the unrestricted lottery, apprenticeship, and Measure B Parcel Tax funds. There also are allocation provisions for distributing new resources, regulatory compliance (such as the Faculty Obligation Number), growth, non-resident enrollment fees, other new resources, prior-year carry over, and multi-year IT expenditure planning. Refer to the Budget Allocation Model document for full and up-to-date information regarding the distribution of resources District-wide (cited above).

In creating this allocation model, it was noted that guidelines, procedures, and responsibilities be clear with regard to District compliance with law and regulation as it relates to:

- the 50% law,
- full-time/part-time faculty requirements,
- attendance counting,
- audit requirements,
- fiscal and accounting standards,
- procurement and contract law,
- employment relations and collective bargaining, and
- Payroll processing and related reporting requirements.

The model is to be reviewed at regular three-year intervals with the procedures to determine what adjustments, if any, are necessary. The goal is to keep the model up-to-date and responsive to the changing community college system landscape.

The model provides transparency to the Colleges for the integration of planning with available funding/resources. The transparency of available funding, along with educational planning, allows the Colleges to ensure effective College operations to meet the needs of students and to ensure continuous quality improvement. This transparency also provides the College with the needed data to assist in seeking appropriate grant funding in order to provide services over and above the minimum requirement.

Self-Evaluation
The College meets this standard.

The allocation model is responsive to the College needs. Although resources are finite and community needs are great, the resources are allocated to address those needs as effectively as possible and in a manner that supports student success, student outcomes, and the missions of the Colleges and the District.

Actionable Improvement Plans
None

IVB.3.d.The district/system effectively controls its expenditures.

Description
The Peralta Community College District effectively controls its expenditures. As a public educational institution, the District uses governmental accounting procedures with emphasis on the use of resources to attain the institutions objectives and to meet its mission. Systematic and procedural controls approval process for all transactions at the District and College levels [REF: Purchasing procedures and Accounts Payable procedures] help to prevent overspending and reinforce accountability from budget managers. A specific account code structure for each source of funds allows tracking to an account for revenue and expenditures [REF: Object Codes Guidelines]. In addition Board Policies and District Administrative Procedures are in place which are linked with this accreditation standard for effective controls on expenditures: BP 6200: Budget Preparation [REF: BP 6200], BP 6300: Fiscal Management and Accounting [REF: BP 6300], AP 6200: Budget Management [REF: AP 6200], and AP 6300: General Accounting [REF: AP 6300].

The Chancellor has overall responsibility for the management of the District's budget. The Chief Financial Officer is responsible for the general management of the total budget, budget controls, and the accounting programs of the District. The Presidents of each of the four Colleges are responsible for operating each College within the parameters of the College budget. College administrative responsibilities include adherence to guidelines established by District administrative services, compliance with deadlines, and adherence to generally accepted accounting principles [REF: Budget Book, 2014-15].

The District has both systematic controls through the PeopleSoft enterprise management system, as well as procedural controls on spending. All funds are tracked to account for revenue and expenditures. For the last several years the District has had a positive ending balance. The District also has an internal auditor who also has responsibility for procedural controls to ensure that the District effectively controls it expenditures [REF: Internal Auditor job description]. The District, as required, has an annual external audit [REF: Annual Financial Audit Reports] conducted and presented at the District Planning and Budgeting Council, the Chancellor's Cabinet, and at the Governing Board. Any audit findings are placed into a Corrective Action Matrix, which assigns responsibility to individuals for correcting the finding and providing a method to resolve the finding.

Self-Evaluation
The College meets this standard.

Systematic and procedural controls at the District and the College levels help produce reasonable and balanced budgets, prevent overspending, and reinforce accountability from budget managers.

The College of Alameda Business Officer and College administration under the leadership of the College President closely monitor the College budget and College expenditures.

Actionable Improvement Plans
None

IVB.3.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.

Description
The College President's responsibility for implementation and administration of Board policies and District administrative procedures is stated in Administrative Procedure 2430 [REF: AP 2430 Delegation of Authority to the Chancellor's Staff]. Each College President "administers compliance of all their assigned College personnel with all Board Policies and Administrative Procedures. The Presidents shall provide leadership to their campus community shared governance process in a systematic annual review of Board of Trustees Policies, District Administrative Procedures, and College operating procedures with the expectation that recommendations for improvements will be made."

The Chancellor gives the College Presidents this authority and holds the Presidents accountable for the operation of the Colleges through an annual performance evaluation process.

As noted before, the Chancellor meets weekly with the Chancellor's Cabinet to discuss concerns related to the individual Colleges, the District office, or issues that may be of concern District-wide. The Chancellor's Cabinet also discusses institutional planning and resource allocation as needed. The Presidents also meet individually with the Chancellor to provide updates regarding College operations and initiatives. Further, the Presidents attend meetings of the Governing Board and provide reports on College initiatives, programs, and other pertinent issues.

Self-Evaluation
The College meets this standard.

The College of Alameda Interim President confirms that the Chancellor gives him full responsibility and authority to implement and administer delegated District policies and District administrative procedures without the Chancellor's interference and holds him accountable for the operation of the College.

Actionable Improvement Plans
None

IVB.3.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.

Description

The Chancellor, as chief executive officer of the District, is the liaison between the Colleges and the Governing Board. The Chancellor, on behalf of the Colleges, submits to the Governing Board all matters that the Board should consider. When College items are brought to the Board for action, appropriate College personnel are in attendance at the meeting to answer any questions the Governing Board might have. The four College Presidents attend Governing Board meetings and each provides a written report on College initiatives and programs. The four Vice Chancellors also attend Governing Board meetings and provide needed reports for Board review. The District Academic Senate President provides a report at each Governing Board meeting to keep the Board up-to-date on academic and professional matters from an academic senate perspective. The Governing Board includes two student trustees who voice concerns and interests of District students at Board meetings. Further, the four student body Presidents are provided the opportunity at every Governing Board meeting to provide an update on student activities at their individual Colleges.

In accordance with the Brown Act, Governing Board meeting agendas are sent to the entire District electronically. The agenda is also posted online and pertinent backup documents are included. The agenda is also posted just outside the front doors of the District office and just inside the front doors. Board meeting minutes are posted on the District web site. Videos of Governing Board meeting are posted online through Granicus.

As noted before, there is a Chancellor's Cabinet which consists of the four College Presidents and the Vice Chancellors and Associate Vice Chancellors. It also will include the Deputy Chancellor once hired. The Cabinet meets weekly and provides a means by which the Colleges and District office can engage in dialogue about various College and District issues, needs, and priorities.

The District participatory governance Planning and Budgeting Integration Model Committees (Education, Technology, Facilities, and Planning and Budgeting Council) each meet monthly and provide an opportunity for College constituencies and appropriate District administrators and staff to communicate and dialogue on issues pertinent to each committee. At the beginning of each year an opening off-site summit is held wherein the Chancellor provides the membership of the District committees an update on District and state issues that need to be factored into the work of the District in the coming year.

At the beginning of each semester there is a District flex day/staff development day held where the Chancellor provides a briefing on important issues and topics facing the District. Those who typically attend flex day are faculty and administrators.

Self-Evaluation

The College meets this standard.

The District has a clearly defined and effective role as a liaison between the Colleges and the Governing Board. The District and the Colleges use effective methods of communication in a timely manner to relay information and engage in dialogue which is pertinent to District-wide issues and Governing Board action items. The availability of information posted on the District web site regarding upcoming Board meeting schedules, agendas, and searchable minutes from prior meetings is an efficient way to communicate information. This information is available to all faculty, administrators, staff, students, and the community. Keeping stakeholders fully informed about Board/College communications is an important part of the organization's institutional integrity.

Actionable Improvement Plans
None

IVB.3.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.

Description
The District has various governance and decision-making structures in place which assist the Colleges in meeting their educational goals. The most recently developed and most critical to linking the work of the District services centers and the Colleges is the Planning and Budgeting Integration Model. The Planning and Budget Integration Model (PBIM) is comprised of four committees: District Technology Committee, District Facilities Committee, District Education Committee and the District Planning and Budgeting Council. Some of these committees have subcommittees, for example the District Education Committees has a Student Success and Support Program subcommittee [REF: Student Success and Support Program Subcommittee] and a Career and Technical Education subcommittee [REF: Career and Technical Education Subcommittee].

Through the PBIM committees (each committee meets monthly) there is an ongoing evaluation of the District's role in decision-making structures and processes and their effectiveness in assisting the Colleges in meeting their educational goals. Committee agenda items focus on how the District can best serve the Colleges in meeting their educational goals. This structure annually reviews College resource needs (personnel, technology, facilities); budget allocation; technology planning; and facilities planning, including the use of Measure A and Measure E funds [REF: Measure A and E Status Reports ; Measure A Overview].

A District Student Success and Support (SSS) Program subcommittee which brings together representatives of the four Colleges to focus on the implementation of the SSS Program, determines ways to effectively address program requirements, and to effectively serve students at each of the Colleges. There is value in the four Colleges coming together to share ideas, perspectives, and how they are moving forward. The SSS Program is a part of each College's educational goals.

The Career and Technical Education (CTE) subcommittee represents CTE instructors, administrators, and students throughout the Peralta District. The mission and goal is to enrich the community through providing well-trained, self-directed workers with rewarding careers and develop well-educated lifelong-learners with fulfilled educational goals. This subcommittee analyzes community workforce needs, provides leadership in developing institutional systems and programs to meet those needs, and promoting quality CTE program practices at the four Colleges. This subcommittee advises the Peralta District Planning and Budgeting Integration Model Committees on CTE budget needs, technology needs, laboratory and classroom furniture, facilities, equipment and maintenance needs. This subcommittee is focused on aiding each of the Colleges in meeting their CTE educational goals. This subcommittee is strongly supported by the CTE faculty at each of the four Colleges.

At the beginning of each academic year, the Planning and Budgeting Integration Model Committees, a participatory governance process, come together for a formal summit. The Chancellor reviews all the key issues and topics that have to be addressed District-wide and addresses the District strategic goals and the annual setting of District-wide measureable objectives. Each committee sets its own annual goals in keeping with the strategic planning goals and the District-wide measureable objectives set for that academic year. The membership of these four committees is comprised of key District administrators and College personnel and the four committees serve to address the appropriate roles of the Colleges and the District service centers.

The PBI meetings are open to all who wish to attend. Monthly agendas, meeting minutes, and documents are posted on a District website. All approved motions from these committees are forwarded to the Chancellor for action. The Chancellor, as appropriate, involves the Chancellor's Cabinet in the final decision making process.

At the end of each academic year, an evaluation survey is forwarded to all PBI committee members for input and comment. The survey data results are provided at the annual Summit for action and improvement of the structure and process. The survey and survey results are posted to a District Planning and Budgeting Integration web site [REF: District Service Centers Survey].

During weekly Chancellor's Cabinet meetings, the Chancellor and District service centers administrators and the four College Presidents engage in dialogue focused on the interrelationship between the Colleges and District office and the need to assure integrity and effectiveness in their partnership aimed at assisting the Colleges in meeting educational goals and ensuring student success.

In addition to the Planning and Budgeting Integration Model Committees (Technology, Facilities, Education, and Planning and Budgeting Council) and subcommittees (Student Success and Support Program and Career Technical Education), and the Chancellor's Cabinet, the District-wide Vice Presidents/Deans group, chaired by the Vice Chancellor of Educational Services, meets monthly to provide a forum for the Vice Presidents and Deans of the four Peralta Colleges to discuss, coordinate, and resolve administrative issues from a

District-wide perspective and to develop effective administrative strategies for implementing District initiatives and policies. Examples of topics discussed by the VPs/Deans: SSSP, CTE, student services, online education, grant administration, enrollment management, curriculum, state initiatives, accreditation, and District service centers. The overall purpose is to assist the Colleges in meeting their educational goals. Materials for this group are maintained in a DropBox folder.

In December 2013, a Customer Satisfaction Survey regarding District Service Centers was sent to all District employees. The purpose of the survey was to seek individual opinions about experiences employees have had with each of the District service centers. Two hundred eighty four Peralta employees responded to the survey. The service centers reviewed in the survey included: Admission and Records, Benefits and Medical services, Business Services, Chancellor's Office, Educational Services, General Counsel, General Services, Health Services, Human Resources, Information Technology, Payroll, the Peralta Foundation, Public Information, Purchasing, Risk Management, and Student Services. An important part of the survey was the written comments sections since those who completed the survey provided detail for each service center to review and respond to. Survey results were posted to a District website. In general, the responses were positive and provided good suggestions for improvement [REF: Customer Satisfaction Survey, fall 2013].

As part of the Institutional Self-Evaluation process, the District service centers and Colleges worked collaboratively to address the Function Map, which is provided at the beginning of this report. This process provided another opportunity to delineate, outline, and review District, College, and shared District/College responsibilities related to accreditation standards and the day-to-day operations of the District and College services aimed at student success.

Self-Evaluation
The College meets this standard.

The District service centers and the four Colleges engage in ongoing evaluation of role delineation and governance and decision-making structures as delineated above in order to assist the Colleges in meeting their educational goals. The establishment of the Planning and Budgeting Integration Modal committees has been important to effective dialogue and transparency between the District and the Colleges and has provided a means for ongoing improvement in order to assist the Colleges in meeting their educational goals. During spring 2014, the Planning and Budgeting Integration Model went through a review process and revisions were made which were implemented in fall 2014. There were four primary areas of improvement:
1. Revision of the composition of all committees;
2. Enhancement of existing definitions of roles and overall processes;
3. Addition of planning related actions that would ensure accountability (i.e., annual committee goal setting and annual assessment of those goals); and
4. Alignment with the Peralta Community College District Strategic Goals and Institutional Objectives.

The Chancellor's Cabinet is also a key means of addressing decision-making structures and the ongoing need for face-to-face dialogue among key District-wide administrators in order to provide an effective forum to address planning and resource needs of the Colleges as they work to achieve their strategic goals and to meet their measureable educational objectives in order to achieve students' success.

The Vice Presidents/Deans group also is essential to effective District-wide dialogue. It is of value for the administrative leaders to meet regularly to ensure educational quality throughout the District and to ensure that the Colleges meet their educational goals and the mission of each College.

In addition to the various strategies noted above, the District has a District Academic Senate, a District Classified Senate, and a Peralta Student Council which work to address the work of the District and Colleges and the need to work collaboratively across the District in order to address continuous quality improvement in meeting the mission of the Colleges and the District.

Actionable Improvement Plans

None

List of Evidence (in alphabetical order0

2013-14 Organizational Chart
2014-2015 Organizational Chart
2014-2015 Strategic Goals and Institutional Outcomes
Annual Financial Audit documents
Annual Financial Audit Reports
AP 2345 Public Participation at Board Meetings
AP 2430 Delegation of Authority to the Chancellor's Staff
AP 2710 Conflict of Interest Disclosure
AP 2712 Conflict of Interest Code
AP 4210 Student Learning Outcomes
AP 6200
AP 6300
AP 7123 Hiring Procedures for Regular Academic Administrators and Classified Administrators
AP 7126 Management Performance Evaluations
Board agendas, minutes, and documents
Board Minutes, 1-21-14
Board Minutes, 10-8-13
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 Policies and District Administrative Procedures Manual

BP 1200 Mission

 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 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 2745 Board Evaluation

BP 4210 Student Learning Outcomes

 BP 6200

BP 6300

Budget Allocation Model Handbook, 2014

Business Services

California Form 700

Career and Technical Education Subcommittee

CCLC Board Governance Education Program

Chancellor's Job Description

College Mission

Customer Satisfaction Survey, fall 2013

District Educational Services

District Office of Human Resources

District Service Centers Survey

District Surveys

District-wide Strategic Plan

Flex Day, Fall 2013

Flex Day, Spring 2014

GASB 45 – Peralta Retirement Board

General Services

Human Resources and Employee Relations

Information Technology

Institutional Effectiveness Committee

Instructional Division Organizational Chart

Instructional Program Reviews

Internal Auditor job description

Measure A and E Status Reports

Measure A Overview

Measure B language

November 2013 Board Study Session

Object Codes Guidelines

Peralta Accountability for Student Success Program

Planning and Budget Integration

Purchasing procedures and Accounts Payable procedures

Retirement Board

Sample of Senior Staff meeting agenda

Student Services Division Organizational Chart

Student Services Program Reviews

Student Success and Support Program Subcommittee

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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

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

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

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

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

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

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

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

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

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

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
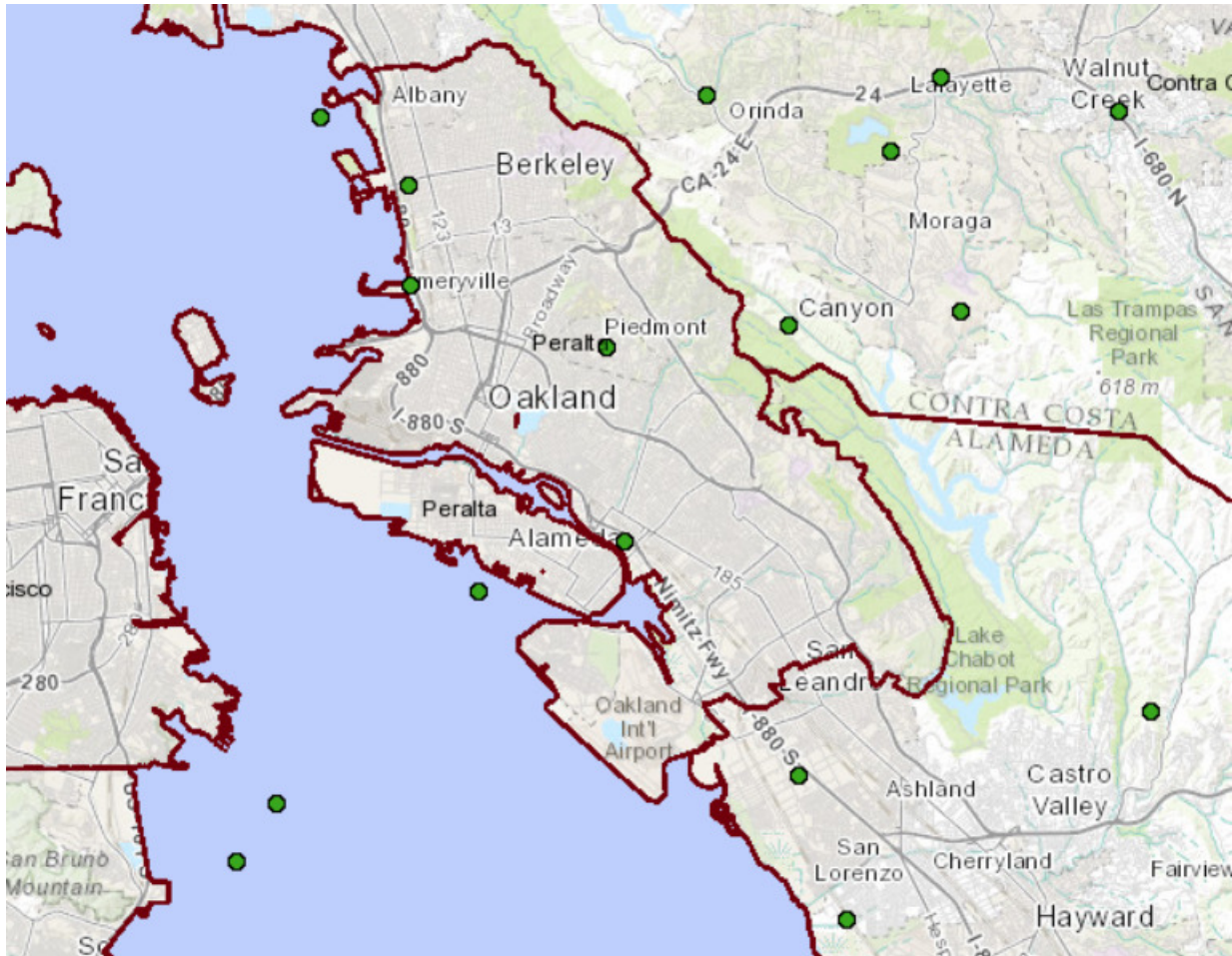
	S	P
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined 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

COLLEGE OF
ALAMEDA

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

Apparel Design and Merchandising

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
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