



Campus Accreditation Resource Guide

Spring 2015

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.

TABLE OF CONTENTS

Mission, Vision, Values	pg. 2
Accreditation Refresher	pg. 3
The Accreditation Process	pg. 3
Upcoming Visit	pg. 4
What to Expect	pg. 5
Accreditation Website	pg. 5
Accreditation Site Visiting Team	pg. 6
Twelve Common Questions and Answers About Regional Accreditation	pg. 7
Peralta Community College District Information	pg.14
College of Alameda Information	pg. 16
Demographics	pg. 17
Strategic Goals	pg. 19
Institutional Learning Outcomes	pg. 19
Governance and Planning	pg. 20
Program Review	pg. 23

INTRODUCTION

As we enter the Spring 2015 semester, College of Alameda is preparing for the external evaluation component of our accreditation process, described in greater detail below. If you are new to the campus community, or have remaining questions about accreditation, we hope that you find this Quick Guide to be a useful resource.

The accreditation process has also afforded opportunities for increased reflection and dialogue, and for improving how we document and communicate the stellar work of the College—enriching our already strong participatory processes and assessment mechanisms, and capturing decades of valuable institutional memory through a comprehensive documentation effort that preserves both historic and emergent best thinking.

COLLEGE OF ALAMEDA

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, and
- * Community Engagement

We call these “our ABCs” emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!



Accreditation Refresher:

“Accreditation is a system of self regulation developed by higher education institutions to evaluate overall institutional quality and encourage continual improvement. Colleges and universities form membership associations to set up an accrediting agency and work with that agency to establish the quality standards used to rigorously evaluate the institutions. Accreditation Standards represent the best practices in higher education and set a high expectation for quality.”

Students earning degrees at accredited institutions know that both the instructional and support components of their education meet high quality standards, and that their credentials will be accepted as legitimate by both employers and other institutions of higher education. College of Alameda is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), <http://www.accjc.org/> which is part of the Western Association of Schools and Colleges (WASC) region. <http://www.acswasc.org/>

The Accreditation Process

“There are four phases to the accreditation process involving internal evaluation, external evaluation by professional peers, Commission evaluation, and institutional self-improvement to meet evolving regional and federal standards. Every six years ACCJC members have agreed to undergo the comprehensive process to determine whether they are meeting their established Accreditation Standards and to develop ways to improve their future ability to serve students.”

The Upcoming Site Visit

One important component of the accreditation process is the external evaluation. On **March 9-12, 2015**, College of Alameda will host an **External Evaluation Team** comprised of professional peers from a cross-section of community college constituencies, who volunteer their time and provide independent insights based on both the written **Institutional Self Evaluation Report** and their interactions and observations during the campus visit. The **Team Chair** is selected based on expertise and accreditation experience. Additional team members are drawn from a roster of experienced educators who have exhibited leadership and balanced judgment; and typically includes several faculty members, academic and student services administrators, a chief executive officer, a trustee, a business officer, and individuals with expertise/ experience in learning resources, distance education, and/or planning, research and evaluation.

During their time on campus, members of the External Evaluation Team "...will typically expect to meet with the college/district CEO, administrators, department heads/ program coordinators, members of the Governing Board, students and persons with substantial responsibility for producing the Institutional Self Evaluation Report. External evaluation team members might also decide to attend meetings of the Board should one be scheduled during the time of the site visit. In addition, the External Evaluation Team will also conduct open meetings for members of the college community in order to provide broad access to the teams during the site visit."

Dialogue with External Evaluation Team members will include both structured conversations—such as an Open Forum, classroom visits, individual interviews, or meetings—and informal conversations with members of the campus community. Among the primary responsibilities of the External Evaluation Team are:

- ❖ Assess the Institutional Self Evaluation Report, and clarify any questions
- ❖ Confirm that institutional practices are aligned with the Accreditation Standards
- ❖ Identify potential areas for improved compliance
- ❖ Assure the Commission that the institution continues to meet eligibility requirements; that the institution has been responsive to the recommendations of previous visiting teams; and that the institution has developed sound evaluation and planning procedures to foster improvement of student achievement and student learning outcomes
- ❖ Reinforce and extend the College's commitment to its continuing pursuit of excellence
- ❖ Write an evaluative report with recommendations for improvement. Even when institutions meet all Accreditation Standards, continuous improvement remains a key goal of the accreditation process

What to Expect

- ❖ The team is here to affirm the content of the self-evaluation
- ❖ Measure the College in relation to the Accreditation Standard and Eligibility Requirements; not California Ed Code or Title 5
- ❖ Members will request documents throughout the visit
- ❖ Requests will be made to meet with individuals or committee representatives to clarify/affirm information.
- ❖ Members may drop into classes (online and/or F2F)
- ❖ On the final day the team will make a general statement, but not the accredited status or final recommendation. No questions will be taken.

Accreditation Website

The College of Alameda Accreditation website provides an overview of the accreditation process and the Accreditation Oversight Committee, the current **Institutional Self Evaluation Report**, archival accreditation materials, and information for the campus community.

College of Alameda remains engaged in a continuous and systematic cycle of planning, implementation, and evaluation, in order to maintain effectiveness in promoting academic excellence and student success, and to ensure ongoing compliance with accreditation standards. Throughout its continuous six-year review cycle, College of Alameda conducts and publishes several review instruments, including a midterm report, comprehensive institutional self evaluation, and an evaluation review by a team of peers.

<http://alameda.peralta.edu/accreditation/>



Accreditation Visiting Team Members

TEAM MEMBERS	
Dr. Glenn Roquemore President Irvine Valley College Team Chair	Dr. Melinda Womack Professor, Communication Santiago Canyon College
Dr. John Freitas III Professor Los Angeles City College	Ms. Kathryn Sims Professor, English; ALO Hawaii Community College
Dr. Joanne Schultz Vice President of Administrative Services Merced Community College District	Dr. Derek Lerch Chief Instructional Officer Feather River College
Dr. Sheila Pisa Interim Dean of Institutional Effectiveness Moreno Valley College	Dr. Lawrence Bradford Vice President of Academic Affairs Los Angeles Southwest College
Ms. Kimberly Schenk Dean Career/Technical Ed;& Econ. Development Diablo Valley College	Mr. Otto Lee President Los Angeles Harbor College



Twelve Common Questions and Answers About Regional Accreditation

These questions and answers are meant to provide basic information about regional accreditation to college staff and students.

1. What is regional accreditation?

Regional accreditation is a successful and robust, time-tested model of professional peer review that supports educational excellence. Accreditation is a voluntary process of quality review that institutions agree to undergo periodically. The accrediting commissions with responsibility for accreditation in various regions are legally recognized by the federal government. The public has come to value accreditation as a mark of quality.

Accreditation is a system of self regulation developed by higher education institutions to evaluate overall institutional quality and encourage continual improvement. Colleges and universities form membership associations to set up an accrediting agency and work with that agency to establish the quality standards used to rigorously evaluate the institutions. Accreditation Standards represent the best practices in higher education and set a high expectation for quality.

There are six geographic regions under the U.S. system recognized by the federal government and one accreditor has exclusive responsibility for accreditation within each. There are other kinds of accreditation (national, programmatic) but regional accreditation status is regarded as the most comprehensive and rigorous for institutions to attain.

The Accrediting Commission for Community and Junior Colleges (ACCJC) is part of the Western Association of Schools and Colleges (WASC) region. WASC operates in California, Hawai'i and the Pacific Region that includes Guam, American Samoa, the Republic of Palau, the Federated States of Micronesia, the Republic of the Marshall Islands, and the Commonwealth of the Northern Marianas Islands. Five other regional accreditors operate in and have names associated with other geographic regions of the United States.

2. What authority do regional accreditors like ACCJC have to impose Accreditation Standards on institutions?

The regional accreditors are given the authority to apply their Accreditation Standards by the member institutions that have voluntarily joined a regional association to improve educational quality.

The ACCJC and other regional accrediting bodies are also authorized to operate by the U.S. Department of Education through the Higher Education Opportunity Act. The USDE evaluates accrediting bodies every five years through a process called “recognition.” The USDE has several requirements that accrediting bodies must demonstrate they continuously meet, including integrity of the process, making the results of accreditation available to the public, and fairness in the even application of the Accreditation Standards to all institutions.

Accreditation from a U.S. Department of Education-recognized accreditor, such as the ACCJC, enables institutions to qualify for federal Title IV funds (financial aid for students) and other federal grants and contracts.

The Accreditation Standards of a recognized accrediting body such as the ACCJC are developed with some input from the Department of Education and Congress, which also asks each accreditor to encourage the active participation of all member institutions in a transparent and open process that assures educational quality.

3. What is the purpose of regional accreditation?

Accreditation is a proven method for assuring that a higher education institution has the ability to offer a quality education to the men and women who will lead their communities in the future, and to improve that quality over time. By establishing high standards and then being externally evaluated against those standards, colleges and universities can provide a degree or certificate that students and the community can trust.

In achieving and maintaining its accreditation a higher education institution assures the public that the institution meets standards of quality, that the education earned there is of value to the student who earned it, and that employers, trade or profession-related licensing agencies and other colleges and universities can accept a student’s credential as legitimate.

Just as important, the process provides a means for an institution to continuously improve educational quality and grow to meet the changing needs of students and society. Internal evaluation is a critical part of the accreditation process and through the various phases of an accreditation process colleges and universities are able to build on strengths and improve weaknesses so that they offer a better education.

4. How is the accreditation review conducted?

There are four phases to the accreditation process involving internal evaluation, external evaluation by professional peers, Commission evaluation, and institutional self-improvement to meet evolving regional and federal standards. Every six years ACCJC members have agreed to undergo the comprehensive process to determine whether they are meeting their established Accreditation Standards and to develop ways to improve their future ability to serve students.

Every accreditation review starts with an internal evaluation. An institution engages in comparing itself to Accreditation Standards, writes an internal (i.e., self) evaluation report, develops its own plans for improvement where needed, and submits the written analysis to its accrediting agency for review.

At the second phase, a trained team of education professional peers from member institutions conducts an external institutional evaluation. The external evaluation team, all volunteers, visits the institution, examines the institutional internal evaluation, examines institutional practices, and writes an evaluative report with recommendations for improvement.

The third phase occurs when the members of the regional accrediting commission evaluate all the information and make the decision on the accredited status of the institution. The Commission may also provide recommendations and direction for institutional improvement in areas where improvement is needed. ACCJC Commissioners review institutional cases at meetings in January and June of each year.

Whether the institution meets the current Accreditation Standards or not, the fourth phase is about self-improvement and each institution uses the recommendations of the external evaluation team and the Commission to guide changes that make their educational quality better.

The goal is always to improve institutional performance before the start of the next six-year review. The Commission may monitor and advise an institution until it improves. If an institution is out of compliance with the Accreditation Standards, the Commissioners may require a follow-up report from the institution, or another team visit, and/or may impose a sanction and deadlines for the institution to come into compliance with all Accreditation Standards. A sanction signals the institution and the public that there are institutional issues that need to be addressed if quality is to be maintained. While on sanction, institutional accreditation continues and the institution works to resolve any such issues.

An institution seeking accreditation for the first time undergoes a similar process including an internal examination using the Accreditation Standards and an external team evaluation using the Accreditation Standards. It then will spend three to five years in pre-accreditation statuses of Eligibility and Candidacy as it demonstrates that it has the capacity to continuously meet Accreditation Standards. When the institution is found to meet all Accreditation Standards and policies, it is awarded “initial accreditation”, and thereafter is subject to a comprehensive review every six years.

5. What are the Accreditation Standards?

The Accreditation Standards are the basic tool used by member institutions to gauge their success in providing high quality education and in continually improving. The Accreditation Standards focus a good deal on institutional practices that support student completion of certificates and degrees, and student learning. Accreditation helps assure that students get a sound and useful education that is of lifelong value.

Accreditation Standards are established in collaboration with an accrediting association's member institutions and discussed in public hearings with multiple opportunities for comment by the member institutions and the concerned public before they are adopted. Standards are reviewed, and changes are considered, every six years. In addition, Accreditation Standards are statements of expected practice that are developed by the Accrediting Commission, with input from the U.S. Department of Education that reflect Congressional guidelines and expectations for institutional quality. These federal requirements are increasingly more rigorous.

The Accreditation Standards describe good practices in areas of institutional operations, including institutional mission, institutional effectiveness (i.e., achieving stated mission, providing effective educational services), instruction, support services, library and learning resources, human resources, facilities and physical resources, information technology resources, fiscal resources and fiscal management, and governance and decision making.

6. Who are the Commissioners?

The ACCJC has nineteen Commissioners who represent the interests of the general public and the regional member institutions.

According to the ACCJC bylaws established by the member institutions:

- Five Commissioners are faculty from member institutions
- Three represent the public interest and have no affiliation with any member institution, as required by federal regulations
- Two may be people who do not fit any of the other categories of members
- Three are administrators from member institutions
- Six people each representing one of the following educational entities:
 1. the California Community Colleges
 2. the University of Hawai'i Community Colleges
 3. the Accrediting Commission for Senior Colleges and Universities of WASC
 4. the Accrediting Commission for Schools of WASC
 5. the Pacific Colleges other than Hawai'i accredited by the ACCJC
 6. private colleges accredited by the ACCJC

7. How are the members of the Commission elected?

The Commissioner election process solicits nominations and applications for vacant Commissioner positions through a widely distributed announcement each year in February. Persons interested in becoming a Commissioner complete application materials. A Nominating Committee comprised of four sitting Commissioners and four persons from member institutions nominates a slate of candidates; chief executives of member institutions may add alternative candidates to the slate. The chief executive officers of member institutions then elect the new Commissioners. The Commissioner election process ensure that individuals with personal integrity and true commitment to higher education quality are elected to serve as Commissioners.

8. Who serves on evaluation teams?

Evaluation teams are comprised of eight to 12 volunteer education professionals from member institutions who have relevant expertise and are trained by the Commission staff to employ the ACCJC Accreditation Standards in evaluating institutional practices. They are administrators, faculty, and sometimes trustees of two-year colleges. They have experience in educational governance and administration, instruction, student services, research, facilities, learning resources, fiscal management, human resources and technology resources.

The Commission selects evaluation team members on the basis of their professional expertise and specializations (e.g., Distance Education experts are frequently needed), their experience with accreditation at their own campuses and their ability to apply the Accreditation Standards fairly and consistently. Work as a volunteer evaluator requires a substantial commitment of the evaluator's time, and a team member participates in a four-to five-day long evaluation visit.

Evaluators must also be analytic and use evidentiary materials, have strong interpersonal skills, be able to apply Accreditation Standards to institutions objectively, be able to write well, use a computer for writing, and work well as members of the team. Evaluator training and experience help the team members enhance their skills, and so individuals willing to serve as team members for several years are desirable.

9. Are the institutions expected to meet all Accreditation Standards at all times?

Yes. Institutions that seek ACCJC accreditation agree to adhere to the Accreditation Standards established by the member institutions at all times. Since accredited status is a signal to the public that an institution satisfies all Accreditation Standards, institutions have to remain in compliance at all times. Anything short of that would diminish public confidence in accreditation as a means of assuring quality. When there is a major change in Accreditation Standards, the Commission sets a reasonable timeline for institutions to comply with them; for example, the 10 year timeline for implementing student learning outcomes.

However, institutional practices may change, and institutions sometimes don't continuously meet all Accreditation Standards. The purpose of the six-year review is to provide the impetus for re-evaluation of institutional quality. Recommendations for improvement result if the evaluation concludes there are some institutional deficiencies to address OR there are opportunities to improve and exceed the Accreditation Standards.

10. Does the Commission’s process help institutions improve, or just expose them to negative publicity when the institution is found not to meet all Accreditation Standards?

The accreditation process is very effective in helping institutions to improve their educational and institutional effectiveness. Accreditation Standards developed by the ACCJC are drawn from best practices within the member institutions as well as from best institutional practices nationally. The accreditation processes reinforces the institutional responsibility to implement these Accreditation Standards.

The institution is given a good deal of professional advice and support for improvement and opportunities to train faculty and staff on the Accreditation Standards. Professional peers who comprise the evaluation teams give good advice, tailored to the institution’s mission and other institutional characteristics. Professional peers on the Commission also provide advice and recommendations. Commission staff also gives advice, training and support to institutions that have been found out of compliance and are trying to make needed changes.

Except in the most egregious cases, the Commission gives institutions some time to implement the recommendations for improvement and to come into compliance with Accreditation Standards. Colleges report to the Commission that the accreditation findings and recommendations, and the time limit given for improvement, and even the sanctions given, help to focus institutions on what must be done to improve.

11. If found out of compliance, how long does the institution have to correct that situation? Is there a limit on the amount of time an institution will be given to improve?

Federal law requires higher education institutions that are found to be out of compliance to come into full compliance with all Accreditation Standards within two years. This is known as the “Two Year Rule.” The law requires the Commission to terminate accreditation if an institution fails to come substantially into compliance within this period unless there are some rare and extenuating circumstances.

12. How does the Commission ensure that its decisions are fair and unbiased, and that its evaluation teams are unbiased?

The Commission applies the Accreditation Standards in a consistent manner to all the institutions being accredited. The accreditation process is designed to be transparent and collaborative so that the institutions feel the accreditation process is fair and will yield accurate results. The Commission holds itself accountable for good practice by evaluating and assessing its own ability to make fair and unbiased decisions on accreditation. The evaluation encourages feedback so an institution’s views of the process or an evaluation team report can be heard by the Commission.

The Commission works to make sure the process is fair through the development of clear conflict of interest policies, effective training of evaluators, rigorous evaluation of team members by staff and member institutions, and by encouraging feedback by institutions undergoing evaluation.

The Commission's policy on Conflict of Interest applies to Commissioners reviewing an institutional case as well as to evaluation team members and Commission staff. Commissioners with a conflict or potential conflict are not permitted to evaluate a case; team evaluators with a conflict or potential conflict are not permitted to serve on a team or are removed from an evaluation team if a conflict is identified by the individual, the institution or the Commission.

The Commission members undergo training on fairness and consistency. Commission meetings always begin with a review of the Policy on Conflict of Interest as well as a discussion of fairness and consistency in applying Accreditation Standards to all institutions.

All evaluation team members are trained prior to each comprehensive evaluation assignment. All members of comprehensive evaluation teams are evaluated by the team chair, and the ACCJC keeps data on those evaluations. Team members who receive critical evaluations are individually advised to correct behaviors, or are not asked to serve on future teams.

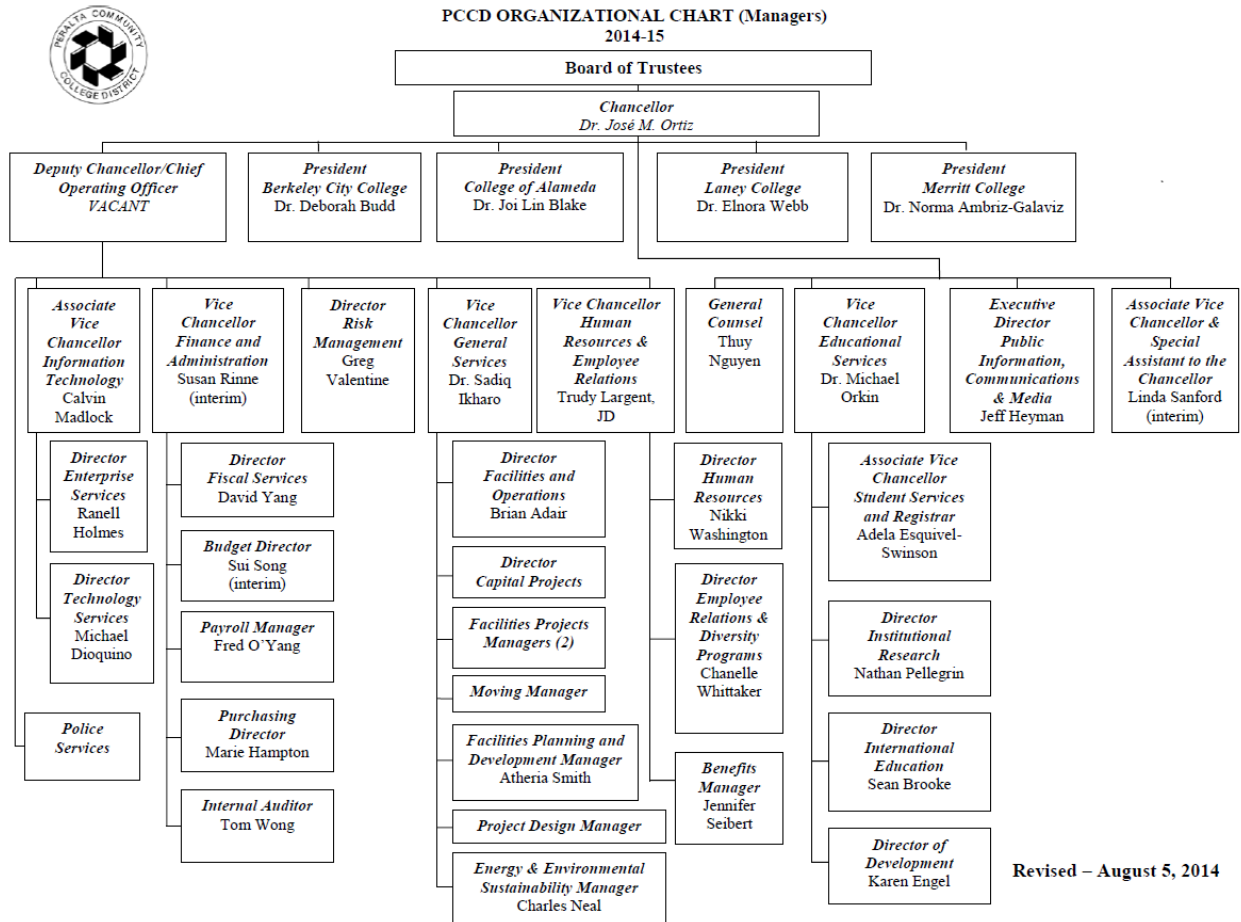
In addition to the extensive self-evaluations of these professional peer review teams, the accreditation process encourages feedback at all levels.

Colleges undergoing comprehensive evaluation are asked to evaluate the performance of the visiting evaluation team. That feedback may include general or specific statements about team members. These comments are also retained in the Commission's data base and, if negative, may result in a decision not to ask the individual to serve on future teams.

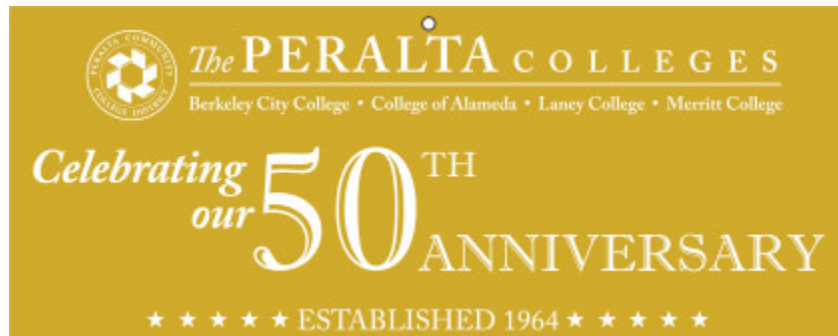
The chancellor, president, or other top official of an institution undergoing accreditation review is given opportunity to respond to draft evaluation team reports in order to correct errors of fact. A college may also exercise its right to respond to a team's findings and recommendations in writing or by appearing before the Commission when the case is being considered.



Peralta Community College District Information



Revised – August 5, 2014



Board of Trustees

The Peralta Community College Board of Trustees is a seven-member elected-board that 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.

The seven members are elected by region. The student Trustee is a non-voting member. Board goals, policies, meeting agendas and minutes, and other resources may be accessed at <http://web.peralta.edu/trustees/>

Trustee	Role	Area	Email
Bill Withrow	Trustee	Area 1	✉ bwithrow@peralta.edu
Meredith Brown	Board President	Area 2	✉ mbrown@peralta.edu
Linda Handy	Trustee	Area 3	✉ lhandy@peralta.edu
Nicky Gonzalez Yuen	Trustee	Area 4	✉ nyuen@peralta.edu
Dr. William “Bill” Riley	Board Vice President	Area 5	✉ wriley@peralta.edu
Cy Gulassa	Trustee	Area 6	✉ cygulassa@peralta.edu
Julina Bonilla	Trustee	Area 7	✉ jbonilla@peralta.edu
Carl Oliver	Student Trustee		✉ coliver@peralta.edu
Jeramy Rolley	Student Trustee		✉ jrolley@peralta.edu

Board Policies & Administrative Procedures

The Community College League of California (CCLC) provides definitions that help to differentiate policies from procedures, further clarifying distinctions between the role of the board and the responsibilities of college staff:

Policy is the voice of the Board of Trustees, and defines the general goals and acceptable practices for the operations of the college. It implements federal and state laws and regulations. The Board, through policy, delegates authority to and through the chief executive to administer the college.

Administrative Procedures implement board policy, laws, and regulations. They address how the general goals of the district are achieved and define the operations of the district. They include details of policy implementation, responsibility and accountability, and standards of practice.

PCCD Policies and Procedures can be accessed at

<http://web.peralta.edu/trustees/bps-aps/>

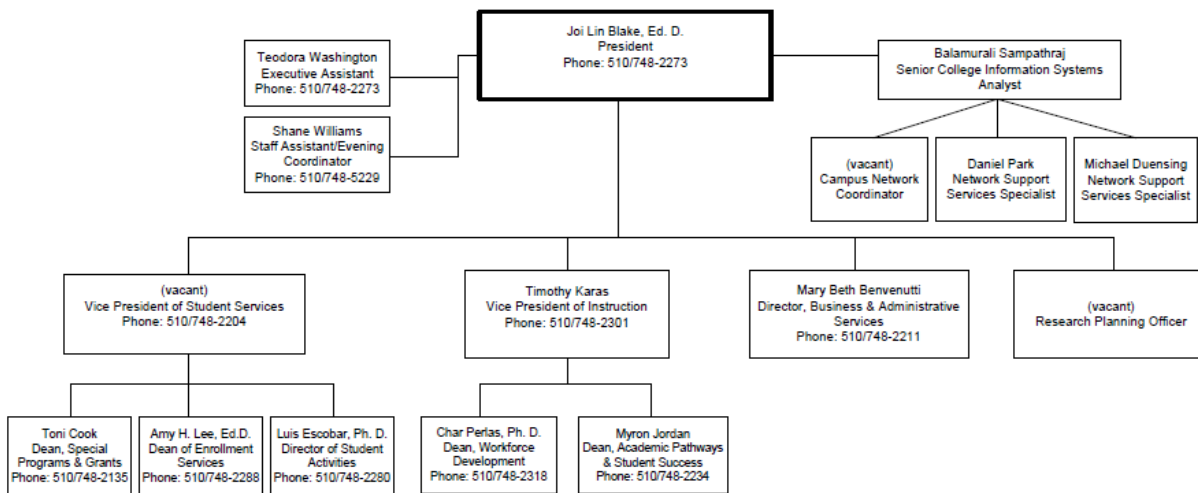
College of Alameda Information

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 Appezato 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.



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



Demographics

FTES

Academic Year	Total FTES
2013-14	3709
2012-13	3769
2011-12	3768

Associate Degrees

Academic Year	Number of Awards
2013-14	297
2012-13	256

Certificates

Academic Year	Number of Awards
2013-14	112
2012-13	146

Gender

Gender	Fall 2013
Female	52%
Male	44%
Unknown	4%



Ethnicity

Ethnic Group	Fall 2013
American Indian/Alaskan Native	0.2%
Asian	26.7%
Black/African American	23.3%
Filipino	3.6%
Hispanic	14.5%
Multiple	11.3%
Other Non white	0.5%
Pacific Islander	0.5%
White Non Hispanic	14.2%
Unknown/Non Respondent	5.2%



Age

Age	Fall 2013
16-18	8.3%
19-24	47.5%
25-29	16.0%
30-34	9.0%
35-54	14.8%
55-64	2.7%
65 & Above	0.5%
Under 16	1.1%



Strategic Planning Goals

The goals and strategies of College of Alameda represent the central focus of the institution's work and serve as the primary indicators of how the College is fulfilling its MVV. College goals are aligned with the institution's institutional learning outcomes (ILO).

- ❖ Advance Student Access, Success & Equity
- ❖ Engage our Communities & Partners
- ❖ Build Programs of Distinction
- ❖ Create a Culture of Innovation & Collaboration
- ❖ Develop Resources to Advance & Sustain Mission

Institutional Learning Outcomes (ILO's)

In order to best serve its students, College of Alameda has continued to evolve its historically strong process for student learning outcomes and assessment for all programs and services in the college, instructional, student services and operational. In accordance with the Mission-Vision-Values, we have designed and implemented institutional learning outcomes. These outcomes guide the institution to improve student learning and achievement.

- ❖ 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.

Governance and Planning

College of Alameda holds a strong philosophy of participatory governance, consistently evidenced in both practice and outcomes, and characterized by processes that are fair, inclusive, well understood, socially just, and transparent. Coupled with the College's culture of innovation and inquiry, and our commitment to a "students first" philosophy, the campus community is continuously invited and encouraged to be fully engaged in co-creating an optimal educational experience.

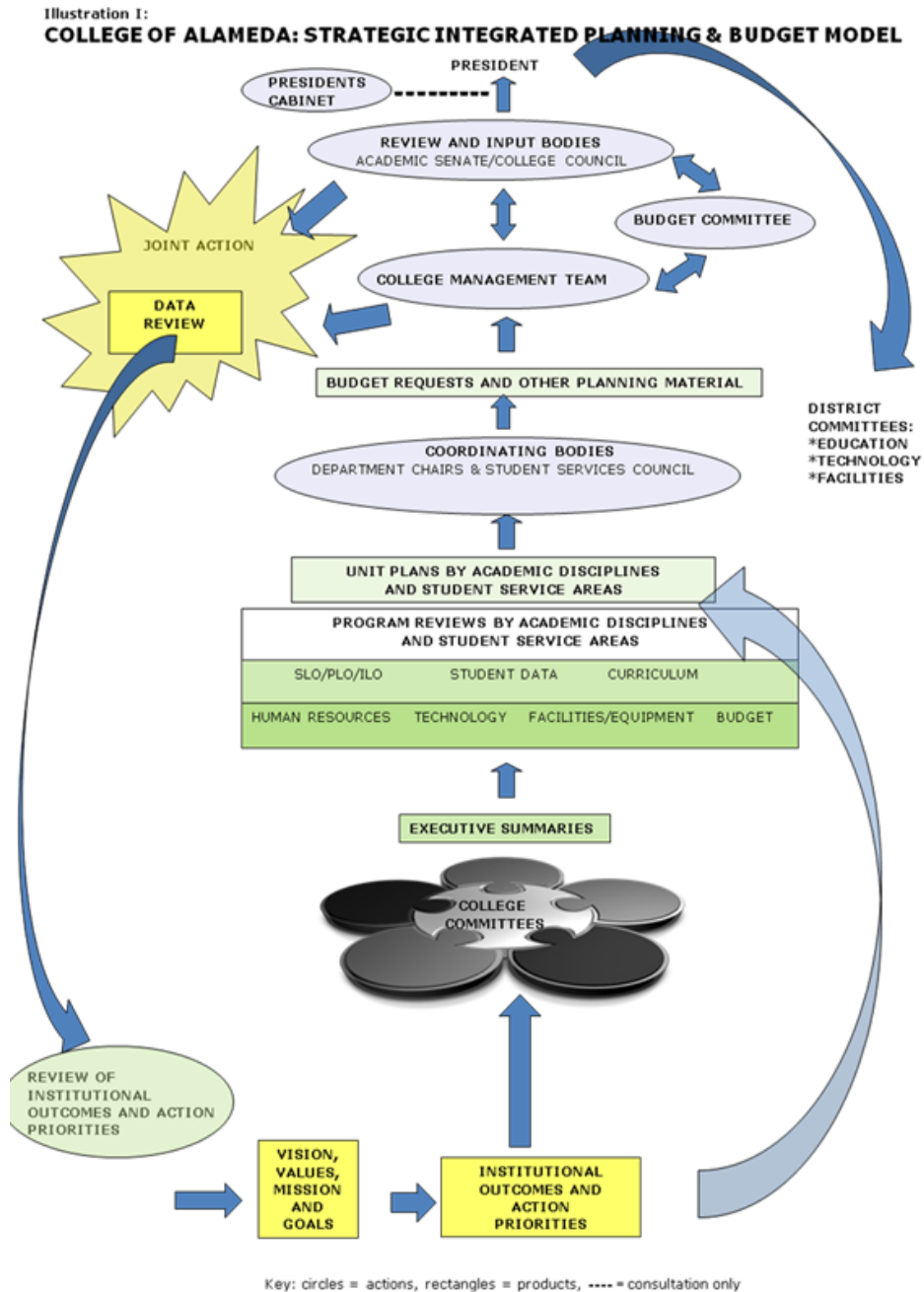
College of Alameda provides numerous formal and informal venues for participating in the governance of the College, designed to maximize engagement across the campus community. For participation at the college level, College of Alameda provides an extensive network of councils, committees, and task forces; and publishes an online listings of Committees with information about each group's charge, composition, meeting times and locations, and contact information.

A council is an elected or appointed advisory group. A committee is a body of persons delegated to consider, investigate, take action on, or report on some matter. A task force is a short-term non-governance group. The main representative bodies of each constituent group—the Academic Senate, Classified Senate, the Associated Students of College of Alameda (ASCOA) Governing Council, and Management—report to and back from the more central planning bodies. These include the College Council, Institutional Effectiveness Committee (IEC), and Budget Advisory Committee, which have representation from all constituency groups. Communication and transparency among all of the groups is also fostered through the posted minutes and agendas on the various committee websites.

The relationships between the different councils, committees, and task forces are illustrated in the College Planning Handbook.

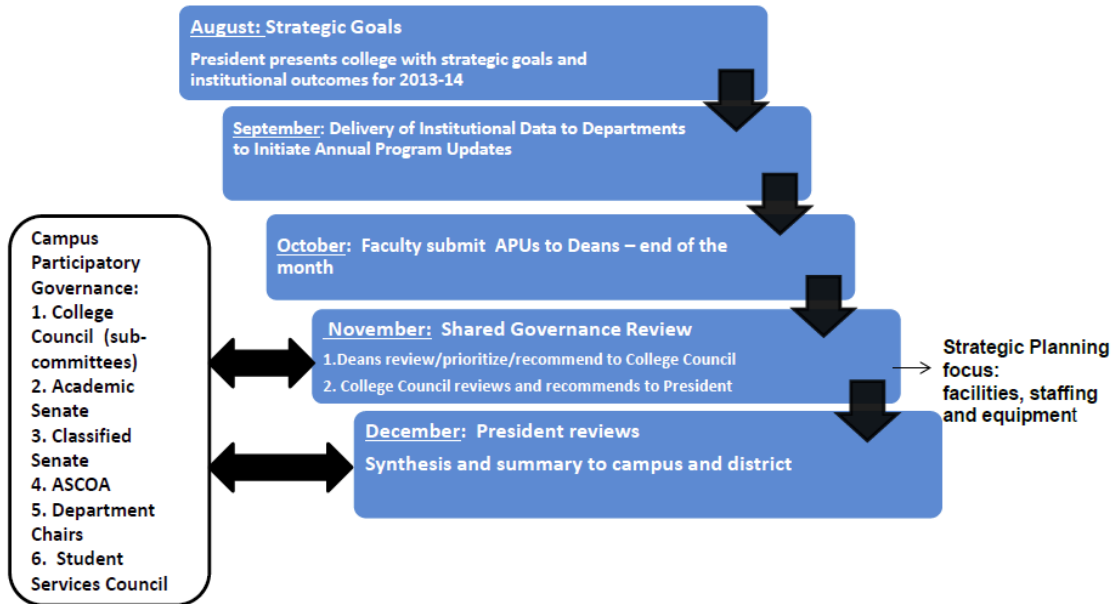
Informed by the MVV Statement, planning is systematic, ongoing, and inclusive. The intersections between the participatory governance structure and the integrated planning process allow for needs/opportunities identified at the programmatic level to integrate seamlessly into overall institutional planning. Because annual planning is ongoing, the College remains nimble in its ability to allocate resources and to respond to program needs.

The Integrated Planning process is described at length in both the Institutional Self Evaluation Report and in the Planning handbook. The graphic overview that follows provides a more general understanding:

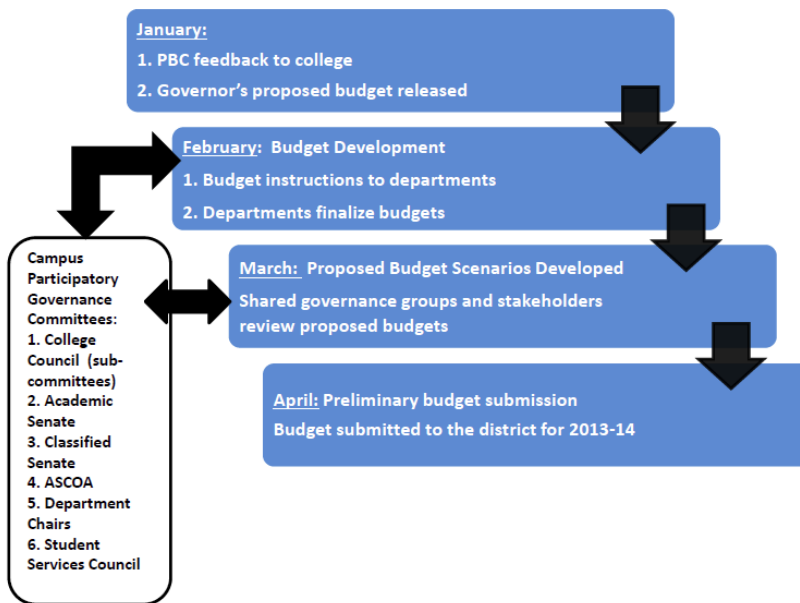


In implementing the integrated planning and budget model, the College utilizes an annual planning timeline to ensure an inclusive campus dialog in the decision making process and benchmarks are met leading to continuous improvement.

**Annual Strategic Goals & Institutional Outcomes
Phase One: Campus Integrated Planning Timeline**



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



Program Review Process

The College of Alameda Community embraces the concept that only through authentic, deep, and on-going evaluation and assessment can institutions improve their programs and services to meet the evolving needs of students. These integrated models are used by instructional programs, student services and administrative services.

Comprehensive Program Review

The College has a **comprehensive program review process** as a primary way to evaluate programs and services. Comprehensive Program Review occurs on a three-year cycle, with **annual planning** taking place yearly during the three intervening years. Faculty is central to this process, as they revise and update course outlines, reflect on Student Learning Outcomes (SLO) assessments, analyze data provided by the District Institutional Research Office.

Annual Program Updates

The purpose of the **annual program updates (APU)** is to provide meaningful data for continuous improvement. Faculty/staff utilize this opportunity to review the mission and vision of their department/program; using multiple measures and inquiry to reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection identifies steps and resources necessary to work towards the program vision, including personnel, professional development, facilities, and equipment. The Annual Program Planning documents can serve as the basis for completing the three-year Comprehensive Program Review.



We are the College of Alameda!



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

We call these “our ABCs” emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!