



ACCJC

Midterm Report



Submitted by:
College of Alameda
555 Ralph Appenzato Memorial Parkway
Alameda, CA 94501

Submitted to:
Accrediting Commission for Community and Junior
Colleges

March 2018

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.

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Midterm Report Certification

To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

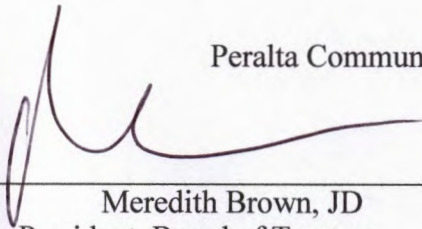
From: Tim Karas, Ed.D.

College of Alameda

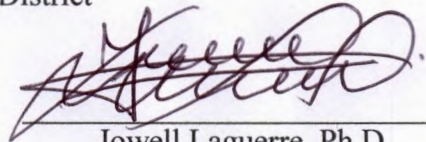
555 Ralph Appezato Memorial Parkway Alameda, Ca. 94501

We certify there was a broad participation/review by the campus community and we believe this report accurately reflects the nature and substance of this institution.

Peralta Community College District

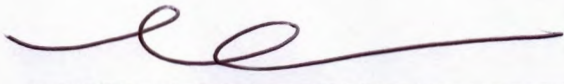


Meredith Brown, JD
President, Board of Trustees



Jowell Laguerre, Ph.D.
Chancellor, PCCD

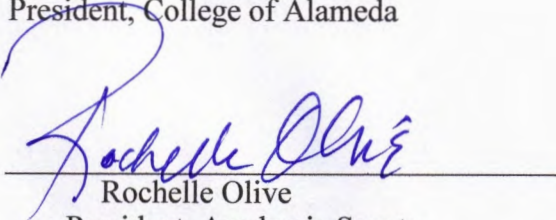
College of Alameda



Tim Karas, Ed.D.
President, College of Alameda



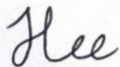
Tina Vasconcellos, Ph.D.
Accreditation Liaison Officer




Rochelle Olive
President, Academic Senate



Shuntel Owens Rogers
President, Classified Senate



Justin Lee
President, Associated Students



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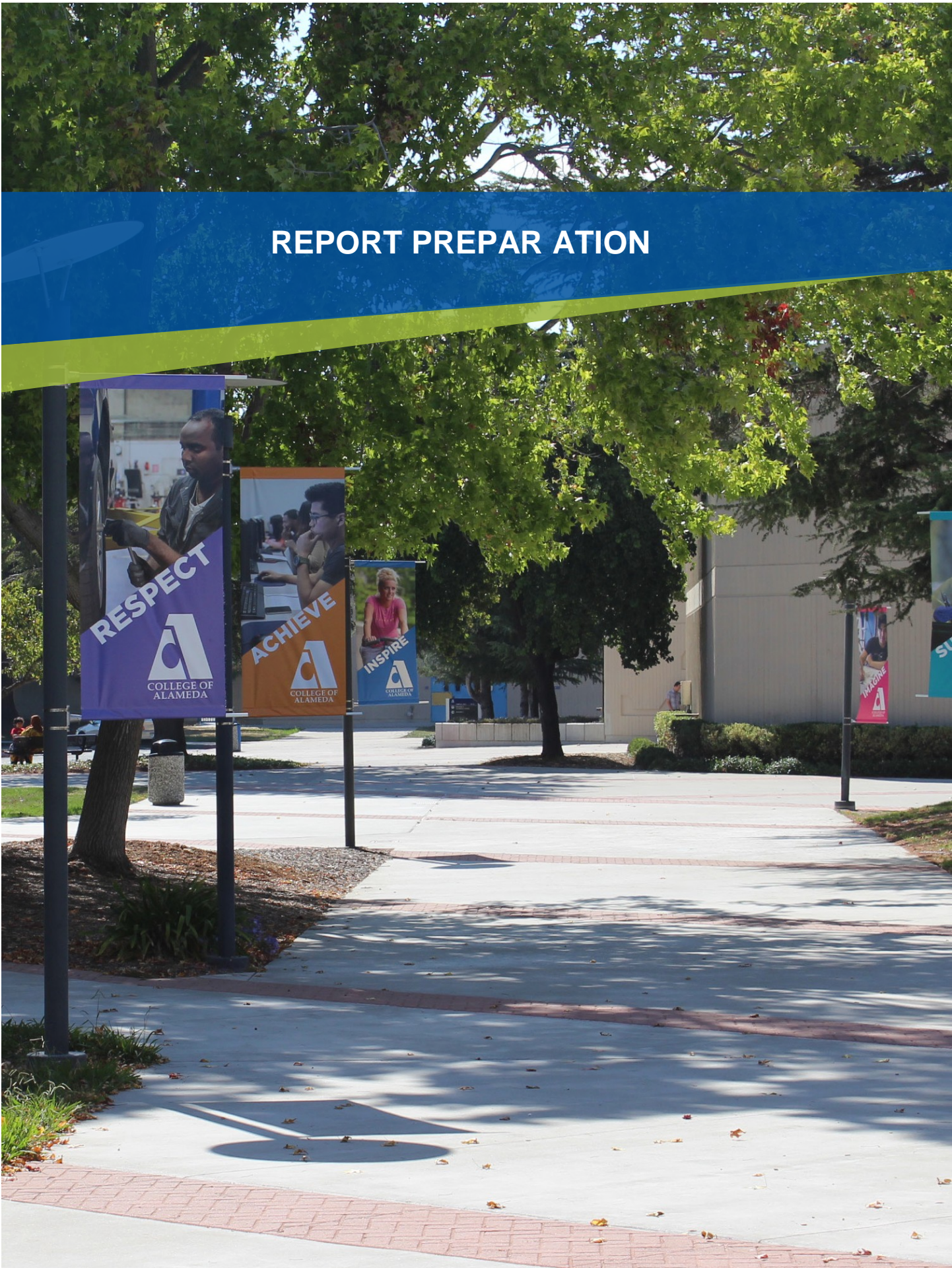
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REPORT PREPARATION



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REPORT PREPERATION

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC), at its meeting of January 2017, reviewed College of Alameda's Follow-up Report, evidentiary materials, and the Follow-Up Visit Team Report prepared by the Evaluation Team from its visit of October 2016. The Commission took action to remove Probation and Reaffirm Accreditation of College of Alameda. The Commission found that College of Alameda had addressed College Recommendations 1 through 20, District Recommendations 1 through 8, and resolved deficiencies, thus meeting Eligibility Requirements and ACCJC Standards.

College of Alameda's Midterm Report of March 2018 responds to the recommendations of the accreditation team following their visit and Follow-up Report in fall 2016, as required by the Accrediting Commission for Community and Junior Colleges (ACCJC). The purpose of the Midterm Report is to demonstrate an ongoing, systematic, and cyclical process that includes evaluation, planning, resource allocation, implementation and re-evaluation. The focus of the College's Midterm Report is to provide evidence that illustrates a commitment to the philosophy of continuous improvement.

The report demonstrates the College's progress on all eleven recommendations for institutional improvement, the self-identified issues from the 2015 Self-Evaluation Report and an analysis of the Annual Report and the Annual Fiscal Report to the Commission.

College of Alameda's Midterm Report was prepared in 2017 under the direction of the Accreditation Liaison Officer, Dr. Tina Vasconcellos, Vice President of Student Services. Dr. Vasconcellos engaged the campus community in the process of writing the report through campus updates that were presented in shared governance meetings. The Midterm Report was reviewed and discussed through the collegial consultation process.

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INSTITUTIONAL QUALITY IMPROVEMENTS



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RESPONSE TO RECOMMENDATIONS FOR IMPROVEMENT

In January 2017, The Commission took action and found that College of Alameda had addressed College Recommendations 1 through 20. This Midterm Report addresses the three institutional improvement recommendations (Recommendations 7, 14, and 18) to document continued momentum. Material included herein represents all work performed between November 2016 to November 2017 to demonstrate continuous quality improvement.

Recommendation 7

In order to improve institutional effectiveness, the team recommends that the College document and use the assessment of student support services to engage in thoughtful reflection and improvement.

Description

Since the submission of the 2016 Follow-Up Report, College of Alameda has continued to focus on the Student Services Division and enhanced efforts in assessment and dialogue. The College administered the Community College survey of Student Engagement (CCSSE) in spring 2017 and the Survey of Entering Student Engagement (SENSE) in Fall 2017. The CCSSE and Student Learning Outcome Assessments were the focus of a Student Services Dialogue Day held in November 2017. During Fall 2017 the Student Services Division expanded assessment activities to include all employees in SLO/SAO/PLO development and assessment as well as dialogue for quality improvements.

Evidence

CR7.1 CCSSE Results Report

CR7.2 SENSE Timeline

CR7.3 Student Services Division Retreat

CR7.4 SS Division SLO Coordinator Fall 2017 work log

Recommendation 14

In order to improve institutional effectiveness, the team recommends the College collaborate with the District General Services Department of Risk Management to conduct a risk management assessment of College facilities and make recommendations to the College Facilities or College Health & Safety Committees that inform the College Maintenance and Repairs Priority Needs List.

Description

The External Evaluation Team Follow-Up Report from the College of Alameda November 8-9, 2016 Follow up visit found the College had met this recommendation. The ACCJC Commission Action Letter, dated February 3, 2017, stated that this recommendation was met. Since the submission of the 2016 Follow-Up Report, College of Alameda has reviewed the report completed in 2016. Next steps to be completed during the 2017-2018 academic year include developing 3-5 top priorities and a timeline for project completion. The College Facilities and Health & Safety Committees regularly discuss topics related to risk management.

The College of Alameda ADA assessment was submitted to the campus in October 2016 and it was presented to college administration and the college Health and Safety Committee. A committee was formed to analyze the large document and submit recommendations regarding the solution to the outstanding ADA issues.

The Safety Committee reviewed the September 21, 2016, College of Alameda ADA assessment and categorized recommended facility adjustments as follows:

1. Safety alert: If the noted non-compliance seemed to have a higher likelihood of causing imminent harm, it was highlighted as a priority.
2. Automatic doors: There was a significant number of automatic door timing and resistance adjustments that could be handled as a single project. This group of corrections was recommended as a priority to improve egress.
3. Low-cost: Corrections that were noted as incurring low cost (less than \$500) were noted as things that could be programmed in to the workflow with less dependency on special budgeting.

4. High Cost/High complexity: Non-compliance situations that required major structural changes and had higher cost estimates were recommended for deference to Peralta District Engineers or for consideration for long term building plans.

The college administration is currently reviewing the recommendations and will determine which adjustments can be made to address the issues. For low-cost items, work orders are being placed to have the work done.

Evidence

- CR.14.1 ACCJC Follow up Team Report, pg 10-11
- CR.14.2 ACCJC Commission Action Letter, February 3, 2017
- CR.14.3 ADA Facility Report
- CR.14.4 College of Alameda Facilities Committee Minutes
- CR.14.5 College of Alameda Health and Safety Committee Minutes

Recommendation 18

In order to improve institutional effectiveness, the team recommends that the College establish a means to clearly identify and communicate recommendations made through the College governance structure and operational processes to the College president, and how those recommendations improve student learning programs and services. The outcomes of committee work and actions of the president in response to recommendations should be widely and effectively communicated to the College.

Description

The External Evaluation Team Follow-Up Report from the College of Alameda November 8-9, 2016 Follow Up visit found the College had met this recommendation. The ACCJC Commission Action Letter, dated February 3, 2017, stated that this recommendation was met. Since the submission of the 2016 Follow-Up Report, College of Alameda has continued to improve communication protocols and processes whereby the College President effectively communicates to all constituency groups.

The President attends Academic Senate meetings to have open dialog and discourse. The president works closely with the public information officer to disseminate important information via email communiqués. The college continues to publish a campus newsletter, *Splash*, on a bi-weekly basis to inform the entire campus community of new initiatives, recommendations, and projects. The newsletter is distributed through email to all college employees and posted/archived on a webpage on the college website. At the beginning of each semester the President addresses the college as part of the convocation (flex) day program.

To facilitate communication with the greater community, the College President established a Presidents Roundtable comprised of strategic community organizations, for example Chamber of Commerce and Superintendent of the Alameda Unified School District.

In conjunction with the Interim Dean of Research, Planning and Institutional Effectiveness the College continues to survey the campus community to make continuous improvement to the participatory governance structure and protocol. Recent surveys include the Employee Voice Survey in spring 2017 and a Participatory Governance Survey in Fall 2017. All survey, participatory governance, and planning information has been consolidated into a new Office of Research, Planning and Institutional Effectiveness webpage.

Evidence

- CR.18.1 ACCJC Follow up Team Report, pg 12
- CR.18.2 ACCJC Commission Action Letter, February 3, 2017
- CR.18.3 Academic Senate Agenda
- CR.18.4 President's Newsletter- SPLASH Webpage (November 2016-Present)
- CR.18.5 President's Flex Day Presentations- January 2017
- CR.18.6 President's Flex Day Presentation, August 2017
- CR.18.7 Roundtable Agenda, October 2017
- CR.18.8 Employee Voice Survey, Spring 2017
- CR.18.9 Participatory Governance Survey, Fall 2018
- CR.18.10 Office of Research, Planning and Institutional Effectiveness Webpage

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SELF EVALUATION PL ANS



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PLANS ARISING OUT OF SELF-EVALUATIONS PROCESS

The College's self-evaluation report in 2015 identified seven distinct action improvement plans to help guide the College as it moved forward from the self-evaluation study. The key themes identified in the action plans aligned with the Commission recommendations. The College completed work identified in the actionable improvement plan in addressing Commission recommendations.

Actionable Improvement Plan I

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

Standard/Eligibility Requirements: IB.3

Status: Completed

Narrative

Since the submission of the 2016 Follow-Up Report, College of Alameda's Interim Dean of Research and Planning was hired and has worked to develop stronger integrated planning and budgeting mechanisms and procedures, provide critical data to instruction and student services departments for program improvements, and developed a Tableau online database for administrators, faculty and staff to utilize in Program Review and Annual Program Updates as well as in other report writing. The self-assessment plan for improvement was imbedded in the work responding to College Recommendations 5, 8, 9 10, and 19. After a follow-up site visit in November 2016, the Commission found all deficiencies related to these recommendations satisfied.

Additionally the College administered the CCSSE and SENSE surveys to obtain qualitative data regarding student engagement and experiences. The College also contracted with Interact, Inc. to conduct qualitative and quantitative research regarding student enrollment and student loss. The Interim Dean of Research and the Planning, Research and Institutional Effectiveness Committee (PREIC) has worked with divisions and departments to support data needs in expanding

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and revising certificate and degree offerings as well as targeted outreach opportunities for the college. In addition, the Interim Dean of Research chairs the Planning, Research & Institutional Effectiveness Committee (PRIEC). A comprehensive research and planning webpage has been developed consolidating information that was dispersed throughout the college webpage and adding new content. Continued actions taken since November 2016 are identified below.

Continuous Improvement Action Steps

- Ongoing development of a Tableau database and website for staff, faculty and administrator use in quantitative assessment.
- Continued collaboration between the Interim Dean of Research and Planning, Research and Institutional Effectiveness Committee and faculty, staff and administrators in developing quality quantitative and qualitative assessments leading to meaningful improvements.
- CCSSE administered Fall 2018
- SENSE administration Spring 2017
- Implementation of Qualtrics Program Review and APU process 2017-2018

Evidence

AIP 1.1	ACCJC Commission Action Letter, February 3, 2017
AIP 1.2	Tableau- website link
AIP 1.3	Division Meeting Notes
AIP 1.4	CCSSE Report
AIP 1.5	Interact Report
AIP 1.6	Planning, Research & Institutional Effectiveness Committee (PRIEC) Meeting Agendas & Meeting Notes

Actionable Improvement Plan II

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.

Standard/Eligibility Requirements: IB.3

Status: Completed

Narrative:

Since the submission of the 2016 Follow-Up Report, College of Alameda administered the Employee Voice Survey in May 2017. Sixty-three participants completed the survey with a widespread participation rate amongst faculty and staff. Continued actions taken since November 2016 are identified below.

Continuous Improvement Action Steps

- Review of the Employee Voice Survey by the participatory governance groups including: Planning, Research, and Institutional Effectiveness Committee (PRIEC), College Council and at Manager Meetings
- Administered the Employee Voice Survey, Spring 2017
- Administered Participatory Governance Survey, Fall 2017
- Administer the Institutional Effectiveness Survey, March 2018

Evidence

AIP 2.1	Employee Voice Survey Results, Spring 2017
AIP 2.2	Employee Voice Survey Results, Spring 2017
AIP 2.3	College Council Minutes, May, 10, 2017
AIP 2.4	PRIEC Minutes, September 21, 2017
AIP 2.5	Participatory Governance Survey Results, Fall 2018

Actionable Improvement Plan III

Following the college and district strategic planning model, the college will continue the educational master plan reflection and revision cycle in 2015.

Standard/Eligibility Requirements: IB.6

Status: Completed

Narrative:

Since the submission of the 2016 Follow-Up Report, College of Alameda has continued to utilize the Educational Master Plan, adopted in May 2015 as the underpinnings for planning across the college. The College completed a cycle of implementation and goal assessment and revisions in May 2017. The College completed work to accomplish this AIP as part of our work in resolving College Recommendations 5, 8, 9, and 16. After a follow up site visit in November 2016, the Commission found all deficiencies related to these recommendation satisfied. Continued actions taken since November 2016 are identified below. Linkages are established between activities/projects to goals in the Educational Master Plan.

Continuous Improvement Action Steps

- College adopted integrated budget and planning timeline
- Educational Master Plan strategic goal assessment and recommendations for revisions by Planning, Research, and Institutional Effectiveness Committee (PRIEC), (Adoption by College Council) May 2018
- College Council adopted FY 2017-2018 Strategic Goals

Evidence

AIP 3.1	College of Alameda Educational Master Plan 2016-2021
AIP 3.2	CoA Integrated Budget and Planning Timeline, March 2017
AIP 3.3	PRIEC Committee Minutes, April 20, 2017
AIP 3.4	College Council Minutes, May 10, 2017
AIP 3.5	CoA Manager's Retreat, August 8, 2017
AIP 3.6	PRIEC Committee Minutes, September 21, 2017
AIP 3.7	CoA Strategic Plan 2017-2018 Goals

Actionable Improvement Plan IV

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.

Standard/Eligibility Requirements: IIA.1.b

Status: Completed

Narrative:

Since the submission of the 2016 Follow-Up Report, College of Alameda has continued to focus on developing and improving student success for online and hybrid students. The College implemented online tutoring offering just-in-time tutoring for online and hybrid students. The College completed work to accomplish this AIP as part of our work in resolving College Recommendation 3. After a follow-up site visit in November 2016, the Commission found all deficiencies related to these recommendation satisfied. Continued actions taken since November 2016 are identified below.

Continuous Improvement Action Steps

- Ongoing college discussion, i.e., CoA DE sub –committee, Academic Senate Meetings 2017-2018
- Online Course Accessibility Training, May 2017
- CoA Splash Newsletter, May 2017
- Summer 2017 DE Workshop Series
- Fall 2017 Convocation (Flex) Day DE Workshop
- Fall 2017 College of Alameda Workshop Schedule
- Fall 2017 PCCD DE Communications
- Fall 2017 CoA DE Communications
- Canvas Learning Management System (LMS) implementation Spring 2018-Fall 2018
- Select and Implement an online counseling platform by Fall 2018
- Continuous review of policies/guidelines for faculty training on online teaching and learning techniques

Evidence

AIP 4.1	Canvas EMS implementation timeline plan
AIP 4.2	CoA Online Tutoring flyer
AIP 4.3	Academic Senate minutes, April 27, 2017
AIP 4.4	Online Course Accessibility Training, May 2017
AIP 4.5	CoA Splash Newsletter, May 2017
AIP 4.6	Summer 2017 DE Workshop Series
AIP 4.7	Flex Day professional development schedule January 2017, August 2017
AIP 4.8	Fall 2017 College of Alameda Workshop Schedule
AIP 4.9	PCCD DE Newsletter, September 13, 2017
AIP 4.10	PCCD DE Newsletter, September 28, 2017
AIP 4.11	CoA DE Newsletter, October 2017
AIP 4.12	PCCD DE Newsletter, November 2017

Actionable Improvement Plan V

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.

Standard/Eligibility Requirements: IB.3

Status: Completed

Narrative:

Since the submission of the 2016 Follow-Up Report, College of Alameda has continued to assess and revise program review and annual program update forms and processes, and has implemented an online format utilizing Qualtrics for Fall 2017. The College completed work to accomplish this AIP as part of our work in resolving College Recommendations 5, 8, 9, and 16. The three-year program review cycle began in 2014. After a follow up site visit in November 2016, the Commission found all deficiencies related to these recommendation satisfied. The cycle began with updated and revised forms and processes. The revised cycle has finished two annual cycles and evaluations. Continued actions taken since November 2016 are identified below.

Continuous Improvement Action Steps

- In Spring 2017, college reviewed of forms and adopted to pilot online form
- Departments received communication and timeline for AY2017-2018 program review process
- The Planning, Research and Institutional Effectiveness committee will assess the Qualtrics forms and process and develop revisions for 2018.
- College participation in the District Program Review and Annual Unit Plan taskforce to assess and revise process, procedures, and forms.

Evidence

AIP 5.1	PRIEC Meeting Minutes, April 20, 2017
AIP 5.2	FY2017-2018 Program Review Timeline
AIP 5.3	Qualtrics Program Review Handbook Form
AIP 5.4	Qualtrics APU Form
AIP 5.5	PRIEC Committee Minutes, September 21, 2017
AIP 5.6	PRIEC Committee Minutes, October 12, 2017

Actionable Improvement Plan VI

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.

Standard/Eligibility Requirements: IIA.2e

STATUS: Completed

Narrative:

Since the submission of the 2016 Follow-Up Report, College of Alameda has continued to assess alignment between strategic planning, SLO assessment results program planning, and resource allocation. Adjustments to the Program Review and Annual Unit Plan have been made to clearly include SLO assessment from all units and departments in the College.

The College completed work to accomplish this AIP as part of our work in resolving College Recommendations 4, 6, and 7. After a follow up site visit in November 2016, the Commission found all deficiencies related to these recommendation satisfied. Continued actions taken since November 2016 are identified below.

Continuous Improvement Action Steps

- Spring 2017 Learning Outcomes and Assessment webpages revision
- March 2017 College of Alameda Budget and Planning timeline adopted
- PRIEC committee reviewed and adjusted Program Review and Annual Unit Plans
- The college's three SLO coordinators are members of the PREIC committee providing updates on the status and integration of SLOs.
- PRIEC review of integrated planning and budgeting cycle and processes including SLO assessment, program review, and resource allocation, May 2018
- Hold Integrated planning sessions Flex Days, January 2018

Evidence

AIP 6.1 Qualtrics Program Review Form

AIP 6.2 Qualtrics Annual Unit Plan Form

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- AIP 6.3 Learning Outcomes and Assessment Webpage
- AIP 6.4 College of Alameda Budget and Planning timeline
- AIP 6.5 PRIEC Committee Minutes, April 20, 2017

Actionable Improvement Plan VII

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.

Standard/Eligibility Requirements: IIB.1

Status: Completed

Narrative:

Since the submission of the 2016 Follow-Up Report, College of Alameda Facilities and Health and Safety committees have reviewed the completed Report. The College completed work to accomplish this AIP as part of our work in resolving College Recommendations 14. After a follow up site visit in November 2016, the Commission found all deficiencies related to these recommendation satisfied.

Continuous Improvement Action Steps

- Develop top 3-5 priorities and a timeline for projected work to meet report recommendations
- Collaborate with Risk Management and DGS to implement priorities and timeline

Evidence

AIP 7.1 Facilities Committee Meeting Minutes

AIP 7.2 Health and Safety Meeting Minutes

AIP 7.3 Risk Management Assessment Report

A photograph of an outdoor campus seating area. In the foreground, a person is sitting at a round table under a green umbrella, looking at a book. In the middle ground, two more tables with green umbrellas are occupied by groups of people. A wooden bench is visible to the left. The background shows a paved walkway, trees, and a building with posters. A blue and green graphic overlay is at the top.

DATA TREND ANALYSIS

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DATA TREND ANALYSIS FROM ANNUAL REPORT

STUDENT COURSE COMPLETION

ANNUAL REPORT DATA

INSTITUTION-SET STANDARDS

STUDENT COURSE COMPLETION			
(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)			
Category	Reporting Year		
	2014	2015	2016
Institutional Set Standard	67%	67%	67%
Stretch Goal	N/A	68%	70%
Actual Performance	64%	74%	70%
Difference between Standard and Performance	-2%	+7%	+3%
Difference between Stretch Goal and Performance	N/A	6%	0%
Analysis of the data: Methodology: Determined the average success rate over the past 5 years and identified the percent that was one standard deviation below that mean. The set-standards will be benchmarked every 3 years to integrate with the College planning and program review cycle. The College established stretch goals beginning in 2015 for this metric. The College course completion rate has risen over the past two years. The College met the stretch goal for this metric in 2016. A reevaluation of the set-standard and stretch goal will be completed in 2018.			

CERTIFICATE AND DEGREE COMPLETION

CERTIFICATE COMPLETION (Students who received one or more certificates may be counted once.)			
Category	Reporting Year		
	2014	2015	2016
Institutional Set Standard	186	186	186
Stretch Goal (a duplicated number)	N/A	N/A	280
Actual Performance	108	340	271
Difference between Standard and Performance	22	252	207
Difference between Stretch Goal and Performance	N/A	N/A	-9
Analysis of the data: Methodology: Identified 5 successive years of new students calculated the mean and identified the value one standard deviation below that mean. The set-standards will be benchmarked every 3 years to integrate with the College planning and program review cycle. Actual performance data is from Data Mart. Stretch goal is a duplicated number. The College established stretch goals beginning in 2016 for this metric. The College is close to meeting the stretch goal for this metric. A reevaluation of the set-standard and stretch goal will be completed in 2018.			
DEGREE COMPLETION (Students who received one or more degrees may be counted once.)			
Category	Reporting Year		
	2014	2015	2016
Institutional Set Standard	260	223	223
Stretch Goal (a duplicated number)	N/A	300	310
Actual Performance	233	238	288
Difference between Standard and Performance	-27	15	65
Difference between Stretch Goal and Performance	N/A	-62	-22
Analysis of the data: Methodology: Identified 5 successive years of new students calculated the mean and identified the percent that was one standard deviation below that mean. The set-standards will be benchmarked every 3 years to integrate with the College planning and program review cycle. Actual performance data is from Data Mart. The College established stretch goals beginning in 2015 for this metric. Stretch goal is a duplicated number. The number of degrees awarded by the College has steadily risen over the past three years. A reevaluation of the set-standard and stretch goal will be completed in 2018.			

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TRANSFER

TRANSFER			
Category	Reporting Year		
	2014	2015	2016
Institutional Set Standard	228	141	141
Stretch Goal (a duplicated number)	N/A	N/A	N/A
Actual Performance	299	238	259
Difference between Standard and Performance	158	97	118
Difference between Stretch Goal and Performance	N/A	N/A	N/A
<p>Analysis of the data: Methodology: Identified 4 successive years of new students calculated the mean and identified the value one standard deviation below that mean. The set-standards will be benchmarked every 3 years to integrate with the College planning and program review cycle. These numbers include CSU, UC, as well as in-state and out-of-state private four year institutions. The College has not set a stretch goal for this metric. Overall, the college transfer rate has declined over several academic years. A stretch goal for this metric will be finalized in 2018.</p>			

LICENSENRE PASS RATES

LICENSENRE PASS RATE								
(Definition: The rate is determined by dividing the number of students that passed the licensure examination divided by the number of students that took the examination)								
Program Name	CIP Code	Institution Set Standard	Performance			Difference		
			2014	2015	2016	2014	2015	2016
Dental Assisting	1240	95%	100%	100%	100%	5%	5%	5%
Aviation Maintenance Technology	0950	95%	100%	99%	100%	5%	4%	5%
<p>Analysis of Data: The two program's curriculum and teaching practices are highly aligned with industry and employers, hence, the high passage rate of licensure.</p>								

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JOB PLACEMENT RATES

JOB PLACEMENT RATE								
(Definition: The placement rate is defined as the number of students employed in the year following graduation divided by the number of students who completed the program.)								
Program Name	CIP Code	Institution Set Standard	Performance			Difference		
			2014	2015	2016	2014	2015	2016
Dental Assisting	1240	70%	70%	73%	N/A			
Aviation Maintenance	0950	70%	70%	75%				
Automotive Technology	0948	70%	60%	65%	N/A			
Apparel Design and Merchandising	1303	65%	55%	65%				
Diesel Technology		70%	71%	80%	N/A			
Business	0510	65%	62%	65%				
Computer Information Science	0707	65%	50%	65%				

Analysis of Data: The collection of job placement rates is compiled through a student survey process. Upon completion of a CTE program students are contacted concerning their employment status. With enhancement to State data collection systems (CCCCO LaunchBoard), there will be greater ability to track and refine this metric.

STUDENT LEARNING OUTCOMES ASSESSMENT

STUDENT LEARNING OUTCOMES ASSESSMENT			
	2014	2015	2016
Number of Courses	317	315	315
Number of courses assessed	192	155	297
Number of Programs	68	60	60
Number of Programs assessed	68	60	60
Number of Institutional Outcomes	5	5	5
Number of outcomes assessed	5	5	5

Analysis of the data:
The college has assessed, reviewed, and revised all course, program and institutional level learning outcomes. The College adheres to a three year assessment cycle. The current cycle is 2015-2018.

ANNUAL FISCAL REPORTS

PERALTA COOMUNITY COLLEGE DISRICT ANNUAL FISCAL REPORT

Category	Reporting year		
	2014	2015	2016
<u>General Fund Performance</u>			
Revenues	\$146,892,941	\$161,101,652	\$186,996,827
Expenditures	\$143,866,155	\$159,843,207	\$185,259,306
Expenditures for Salaries and Benefits	\$113,601,870	\$122,758,912	\$136,588,830
Surplus/Deficit	\$3,026,786	\$1,258,445	\$1,737,521
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	2%	1%	1%
Reserve (Primary Reserve Ratio)	13%	13%	11%
Analysis of the data: The district has consistently shown fiscal prudence over the past three reporting years, demonstrating surpluses over these years and maintaining a reserve ratio sufficiently above the 5% minimum generally acceptable reserve percentage.			
<u>Other Post Employment Benefits</u>			
Actuarial Accrued Liability (AAL) for OPEB	\$174,703,920	\$152,429,020	\$152,429,020
Funded Ratio (Actuarial Value of plan Assets/AAL)	0%	0%	0%
Annual Required Contribution (ARC)	\$11,228,305	\$9,874,857	\$9,874,857
Amount of Contribution to ARC	\$8,756,303	\$7,308,367	\$7,151,315
Analysis of the data: Actuarial Accrued Liability for OPEB will continue to decrease as fewer number of employees are eligible to receive lifetime retirement benefits since the district ceased offering lifetime retirement benefits for employees hired on or after July 1, 2004.			
<u>Enrollment</u>			
Actual Full Time Equivalent Enrollment (FTES)	18,642	19,502	19,528
Analysis of the data: The district has maintained consistent enrollment figures over the past three reporting years.			
<u>Financial Aid</u>			
USDE official cohort Student Loan Default Rate (FSLD - 3 year rate)	15.5% (draft rate)	N/A	N/A
Analysis of the data: Using ACCJC debt rating criteria, which states that the financial student loan default rate should be less than 28%, again the data indicates strong fiscal health in regards to this metric.			

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APPENDIX

EVIDENCE

CR7.1	CCSSE Results Report
CR7.2	SENSE Timeline
CR7.3	Student Services Division Retreat
CR7.4	SS Division SLO Coordinator fall 2017 work log
CR.14.1	ACCJC Follow up Team Report, pg 10-11
CR.14.2	ACCJC Commission Action Letter, February 3, 2017
CR.14.3	ADA Facility Report
CR.14.4	College of Alameda Facilities Committee Minutes
CR.14.5	College of Alameda Health and Safety Committee Minutes
CR.18.1	ACCJC Follow up Team Report, pg 12
CR.18.2	ACCJC Commission Action Letter, February 3, 2017
CR.18.3	Academic Senate Agenda
CR18.4	President's Newsletter- SPLASH Webpage (November 2016-Present
CR.18.5	President Flex Day Presentations- January 2017,
CR.18.6	President's Flex Day Presentation, August 2017
CR.18.7	Roundtable Agenda, October 2017
CR.18.8	Employee Voice Survey, spring 2017
CR.18.8	Participatory Governance Survey, fall 2018
CR.18.9	Office of Research, Planning and Institutional Effectiveness
AIP 1.1	Webpage ACCJC Commission Action Letter, February 3, 2017
AIP 1.1	Tableau- website link
AIP 1.2	Division Meeting Notes (from Dean of Research)
AIP 1.3	CCSSE Report
AIP 1.4	Interact Report

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- AIP 1.5 Planning, Research & Institutional Effectiveness Committee (PRIEC) Meeting Agenda & Meeting Notes
- AIP 2.1 Employee Voice Survey Results, Spring 2017
- AIP 2.2 Employee Voice Survey Results, Spring 2017
- AIP 2.3 College Council Minutes, May, 10, 2017
- AIP 2.4 PRIEC Minutes, September 21, 2017
- AIP 2.5 Participatory Governance Survey Results, Fall 2018
- AIP 3.1 College of Alameda Educational Master Plan 2016-2021
- AIP 3.2 CoA Integrated Budget and Planning Timeline, March 2017
- AIP 3.3 PRIEC Committee Minutes, April 20, 2017
- AIP 3.4 College Council Minutes, May 10, 2017
- AIP 3.5 CoA Manager's Retreat, August 8, 2017
- AIP 3.5 PRIEC Committee Minutes, September 21, 2017
- AIP 3.3 CoA Strategic Plan 2017-2018 Goals
- AIP 4.1 Canvas EMS implementation timeline plan
- AIP 4.2 CoA Online Tutoring Flyer
- AIP 4.3 Academic Senate minutes, April 27, 2017
- AIP 4.4 Online Course Accessibility Training, May 2017
- AIP 4.5 CoA Splash Newsletter, May 2017
- AIP 4.6 Summer 2017 DE Workshop Series
- AIP 4.7 Flex Day professional development schedule January 2017, August 2017
- AIP 4.8 Fall 2017 College of Alameda Workshop Schedule
- AIP 4.9 PCCD DE Update, September 13, 2017
- AIP 4.10 PCCD DE Update, September 28, 2017
- AIP 4.11 COA DE Newsletter, October 2017
- AIP 5.1 PRIEC Meeting Minutes, April 20, 2017
- AIP 5.2 FY2017-2018 Program Review Timeline
- AIP 5.3 Qualtrics Program Review Handbook (Form)

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- AIP 5.4 Qualtrics APU Form
- AIP 5.5 PRIEC Committee Minutes, September 21, 2017
- AIP 5.6 PRIEC Committee Minutes, October 12, 2017
- AIP 6.1 Qualtrics Program Review Form
- AIP 6.2 Qualtrics Annual Unit Plan Form
- AIP 6.3 Learning Outcomes and Assessment Webpage
- AIP 6.4 College of Alameda Budget and Planning timeline
- AIP 6.5 PRIEC Committee Minutes, April 20, 2017
- AIP 7.1 Facilities Committee Meeting Minutes
- AIP 7.2 Health and Safety Meeting Minutes
- AIP 7.3 ADA Facility Report Report

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