



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



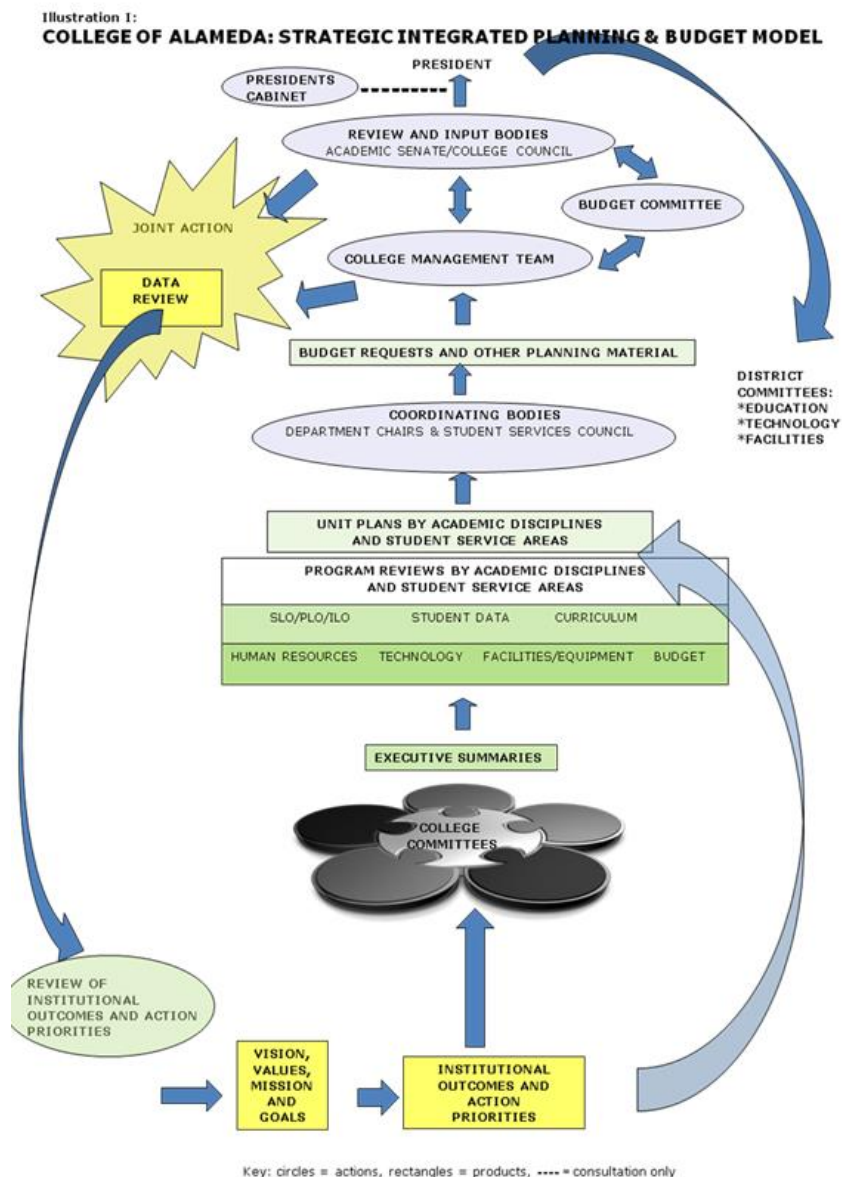
practices of the college, consistent with the college's philosophy, mission and goals. [REF: [Classified Council](#)]

- 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](#)]

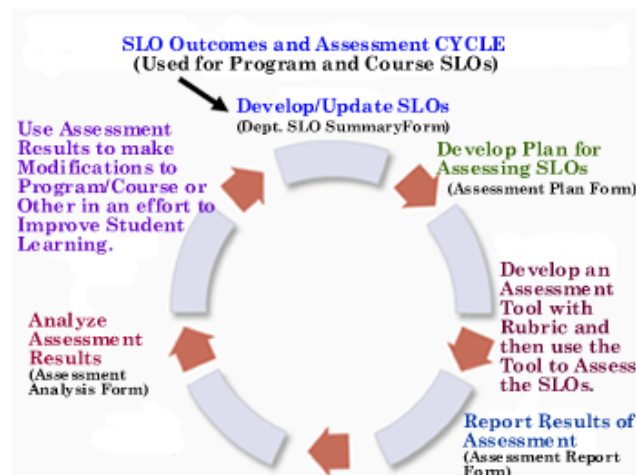


- Curriculum Committee: The College continually revises and updates curriculum in order to continue to meet District and State standards and to benefit students. As an example, the Curriculum Committee has taken the lead in assuring student learning outcomes are added to every course outline of record 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):

- 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 of 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 processes 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.

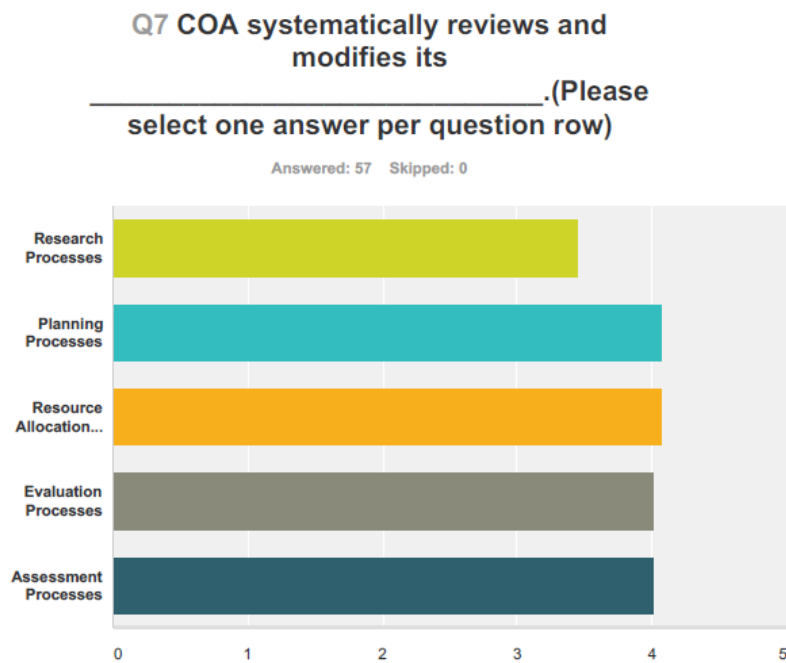
The College is characterized by its particularly collegial spirit. The areas of Instruction, Student Services, and Administrative Services are in regular and mutually supportive contact. Dialogue is open, transparent, and meaningful; territorialism and rancor are noticeably minimal. In such an environment 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](#)]



### 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 their 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.

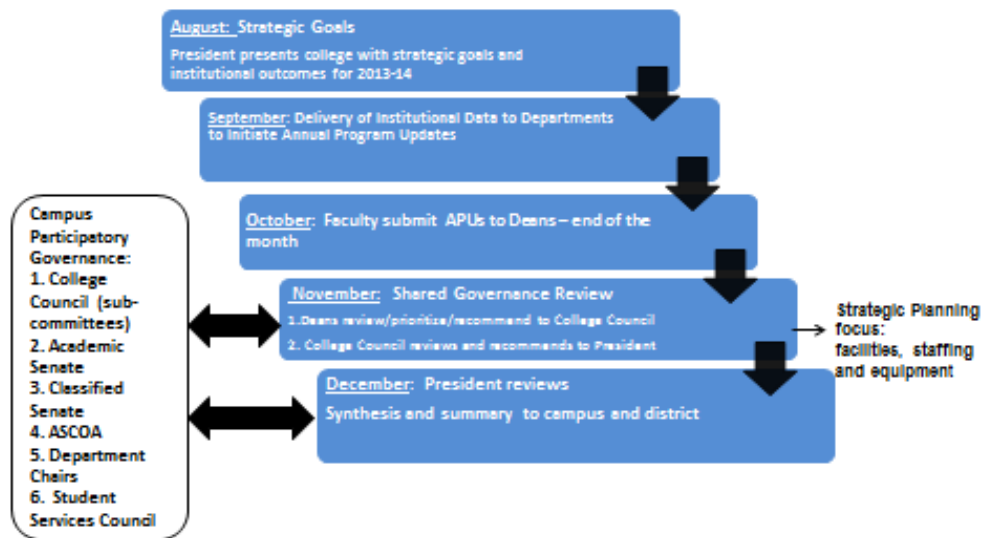
Using the College plans and the data sets previously referenced, measurable action priorities for of the College's ILOs are constructed. The College Council members and working groups and other coordinating bodies, such as the Department Chairs and Student Service Council, are informed of these strategic 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



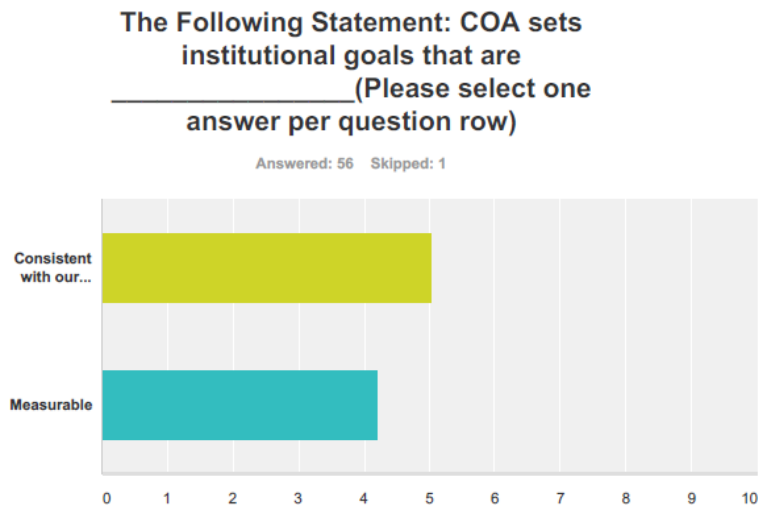
#### Self-Evaluation

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](#)]



### 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 COA's 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

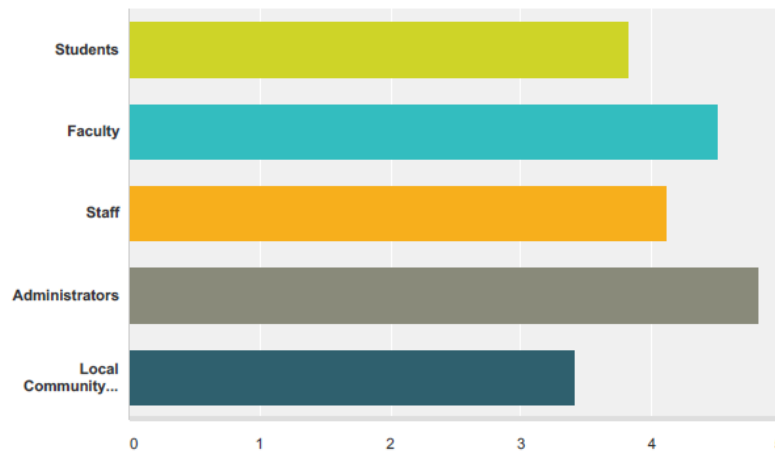
The College meets this standard.

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

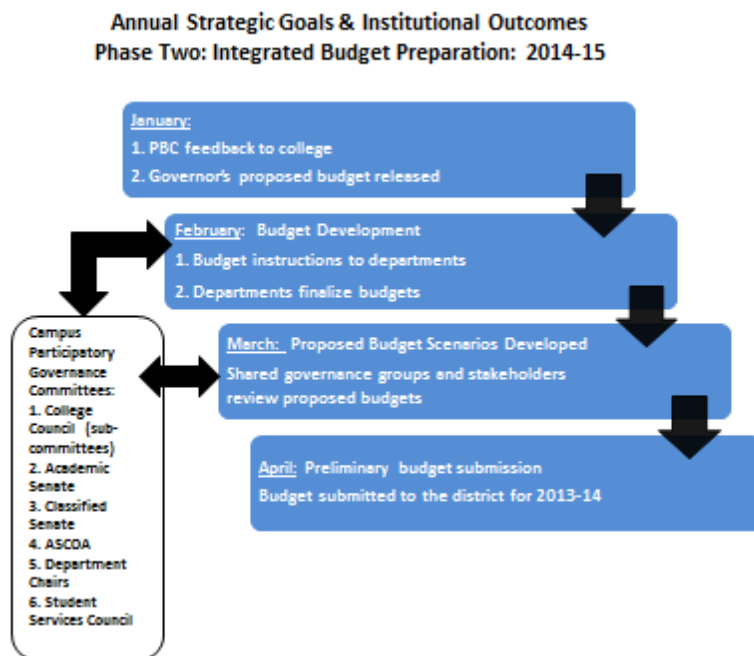
integration into their annual program updates (APUs). [REF: [Instructional Program Reviews](#); [Student Services Program Reviews](#)]

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.



**Self-Evaluation**

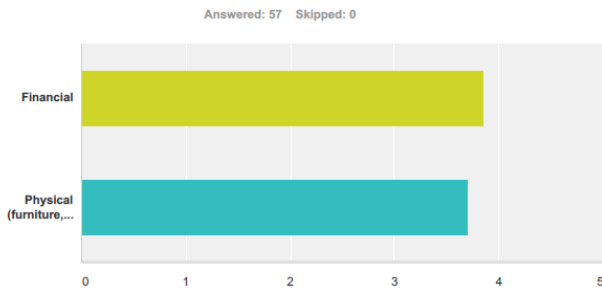
The College meets this standard.

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](#)]

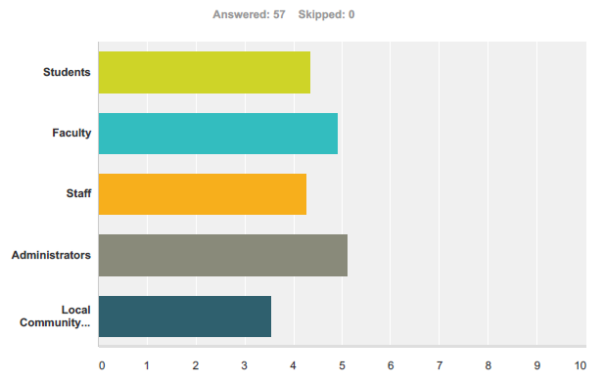
Membership on the Budget Committee, the forum where budgets are reviewed, is broadly-based and inclusive of constituent groups. Both planning and budgeting are accessible, transparent, and equitable at the College. All departments have equal opportunity to secure funding, and there are no sweetheart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



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



**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**

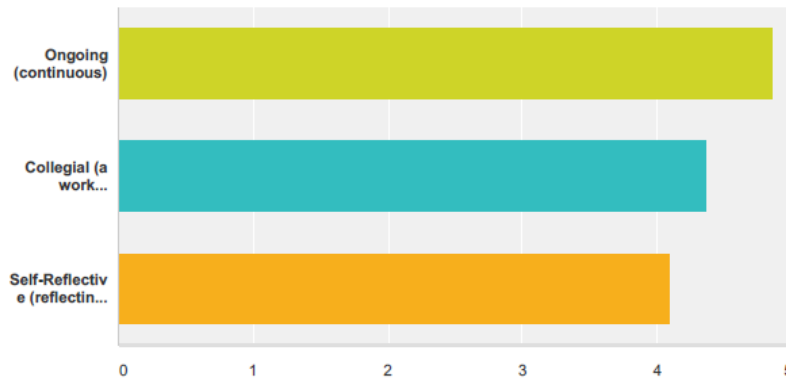
The College meets this standard.

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)

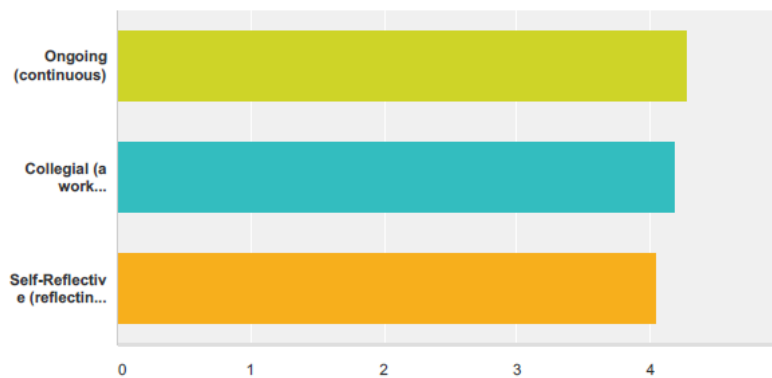
Answered: 57 Skipped: 0



**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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