



Standard II

Student Learning Programs and Services

Standard II: Student Learning Programs and Services

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

II.A. Instructional Programs

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

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Description

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

**MISSION**

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

VISION

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

**VALUES**

We use this vision to choreograph three central themes in our quest for "learning excellence" and services to students.

- Academic Excellence
- Budgetary Competence
- Community Engagement

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

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

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

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

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

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

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

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

Self Evaluation

The College meets the standard.

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

Actionable Improvement Plans

None

II.A.1. a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Description

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

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

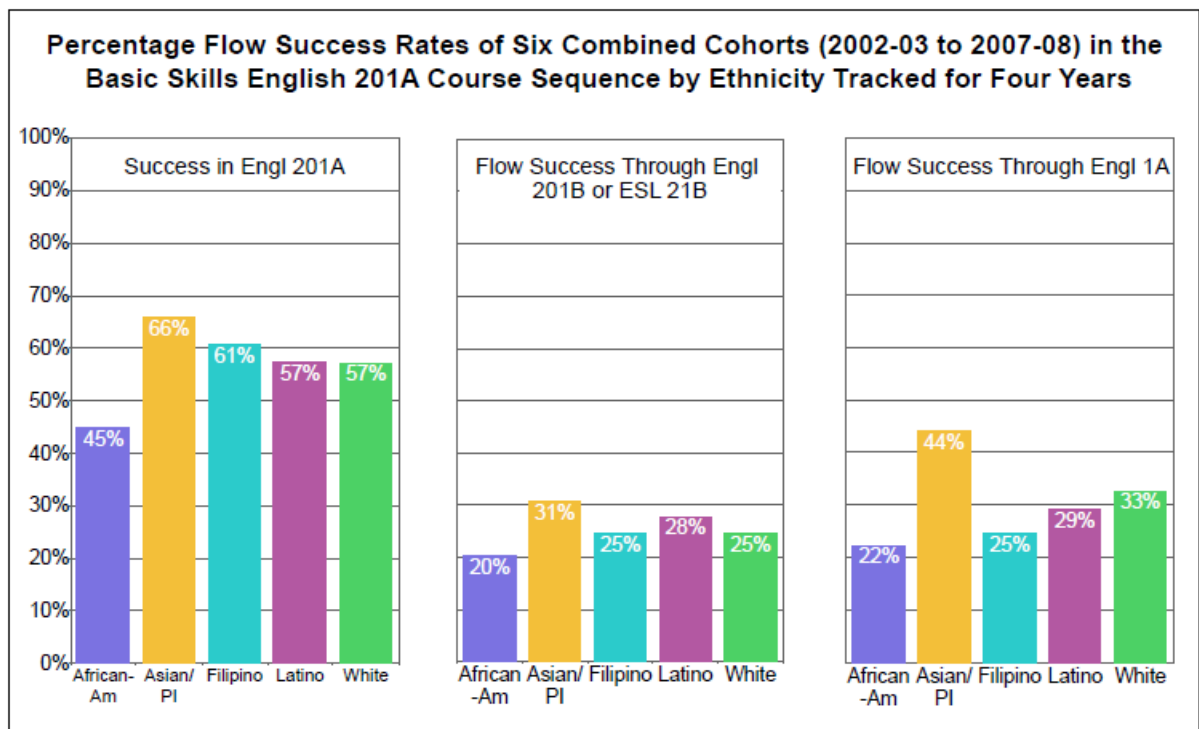
The College creates bridges for students to enter certificate and degree programs or to directly enter the workforce. The Alameda Transportation and Logistics Academic Support (ATLAS) program is a dynamic partnership between College of Alameda, The Workforce Collaborative and Oakland Adult and Career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

The Center for Community Change and Urban Leadership offers two certificate programs. The Violence Prevention Certificate is a change agent development program designed to build the employment credentials and leadership opportunities of local professionals working in the field of violence prevention. The Public Administration Certificate is designed to provide an introduction to the field of Public Administration and the “calling” of public service. The purpose is to offer individuals a pathway to career success in the general area of community service in the arena of the public and social sectors – being guided in learning to be effective in various public sector and/or non-profit organizational work settings performing in multiple roles. The College aggressively seeks out external grant funding in order to create innovative pilot projects to meet even more-specialized needs within its community. By relying on solid research, persuasive data, and the expertise of faculty and

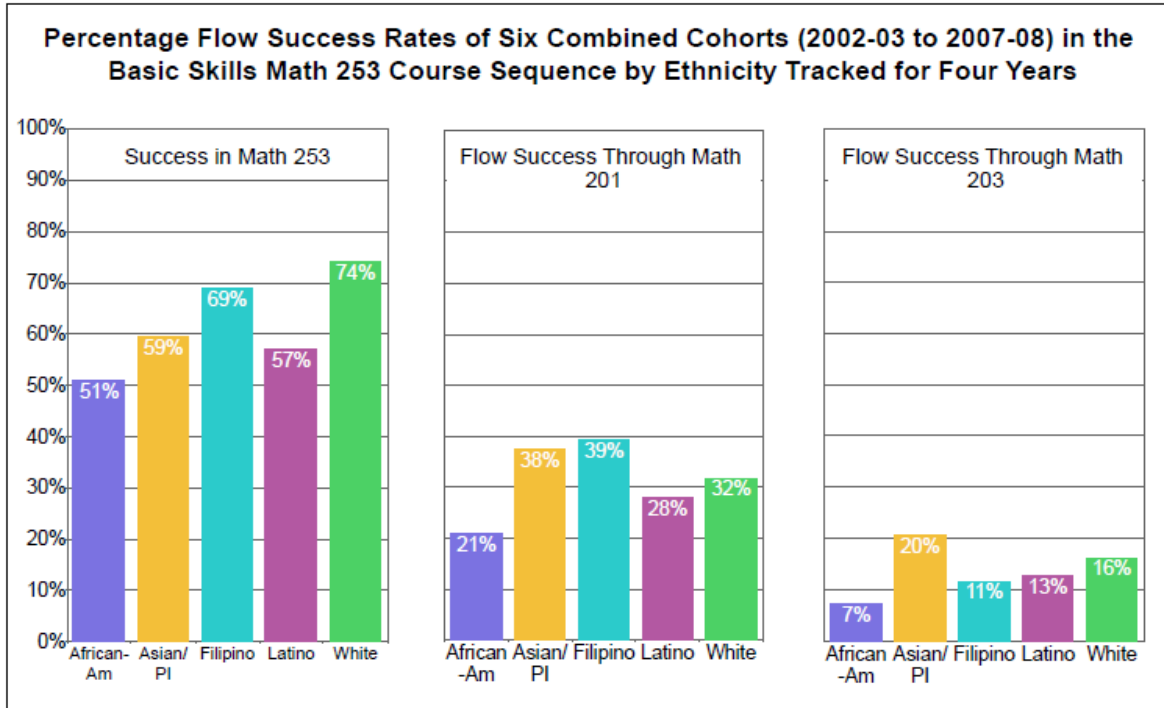
staff, the College has found significant success in obtaining grant awards. These programs serve women, low-income students, ethnically underrepresented students and veterans, among others. Many of these grant-funded programs are focused in the fields of career technical education and workforce development.

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

College of Alameda



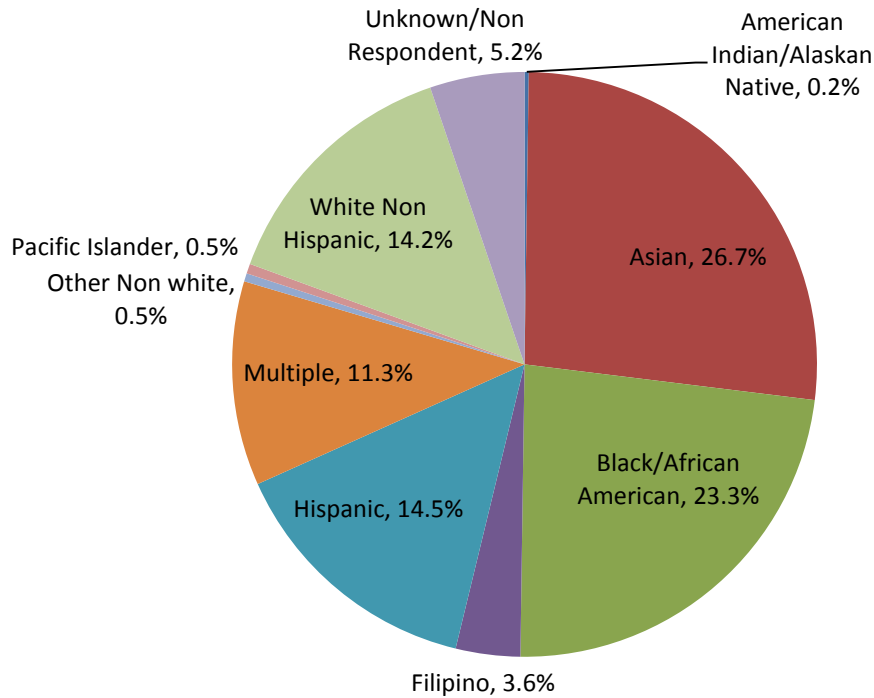
College of Alameda



Assessment at the program level involves both the analysis of course level student learning outcomes and program learning outcomes. These, along with traditional metrics of student success, help to drive the program review and lead to program improvement.

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

College of Alameda Ethnicity, 2013 Fall



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

Success Rates

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

Retention Rates

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

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

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

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

Self Evaluation

The College meets the standard.

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

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

Actionable Improvement Plans

None

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Description.

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

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

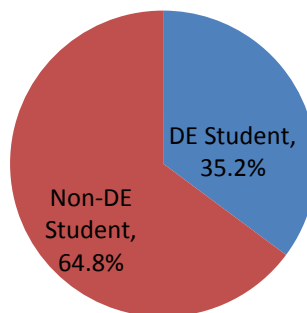
The course outline of record requires the selection of at least one of the following modes of instruction: lecture, lab and online. For online courses, the College further discriminates between web-assisted courses, with less than 50% online, and hybrid courses, with more than 51% online, and fully online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

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

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

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

College of Alameda Distance Education Status, 2013 Fall



Self Evaluation

The College meets the standard.

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

Actionable Improvement Plans

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

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Description

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

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

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

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

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

Self Evaluation

The College meets the standard.

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

Actionable Improvement Plans

None

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Description

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

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

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

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

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

Self Evaluation

The College meets the standard.

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

Actionable Improvement Plans

None

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Description

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

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

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

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

- 2) District Council on Instruction, Planning and Development: The role of the Council on Instruction, Planning and Development (CIPD) is to coordinate the Colleges' work in academic areas and related planning; to provide a leadership role in program development; and to review college curriculum additions, deletions, or modifications and submit them to the Chancellor and subsequently to the Board of Trustees for approval. [REF: [CIPD meeting minutes](#)]
- 3) Annual Program Update: As a requirement for all academic programs, including CTE, an Annual Program Update (APU) is due each fall while a Comprehensive Program Review is due once every 3 years. The APU requires departments to submit the following data: [REF: [Annual Program Updates](#); [Annual Program Update Timeline 2014](#)]
 - Enrollment
 - Student Success
 - Faculty
 - SLO and Assessment
 - Strategic Planning
 - Strategic Plan Relevance (labor market information and core indicator data)
 - Accomplishments and Goals

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

Self Evaluation

The College meets the standard.

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

Actionable Improvement Plans

None

II.A.2.b The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Description

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

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

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

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

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

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

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

Self Evaluation

The College meets the standard.

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

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

Actionable Improvement Plans

None

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

Description

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

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

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

appropriate.

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

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

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

The Curriculum Committee: [REF: [Curriculum Committee Minutes](#)]

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

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

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

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

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

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

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

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

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

Self Evaluation

The College meets the standard.

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

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

quality instruction, successful matriculation, and transfer.

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

Actionable Improvement Plans

None

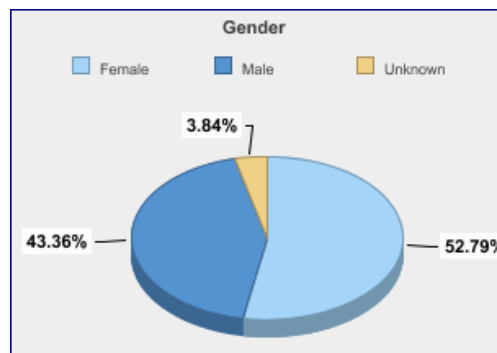
II.A.2.d The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Description

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

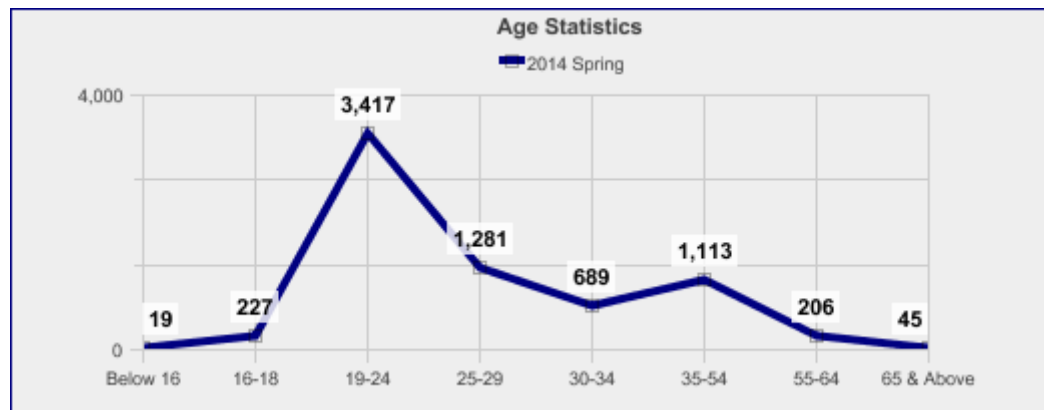
Total headcount by gender- Spring 2014

CAMPUS	Total Headcount	Female	Male	Unknown
Alameda	6997	3694	3034	26



Total headcount by age- Spring 2014

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

**Ethnicity**

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

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

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

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

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

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

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

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

Self-Evaluation

The College meets the standard.

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

Actionable Improvement Plans

None

II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Description

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

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

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

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

Curriculum Review Cycle

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

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

Self Evaluation

The College meets the standard.

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

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

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

Actionable Improvement Plans

The College will expand institutional research capacity to strengthen qualitative and quantitative data analysis to inform decision making and prioritization processes. To provide additional benchmarks and assessment tools to measure progress towards achieving goals and objectives a comprehensive student and faculty/staff satisfaction survey will be developed and administered on a systematic cycle.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Description

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

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

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

Self Evaluation

The College meets the standard.

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

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

Actionable Improvement Plans

None

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

Description

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

Self Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

II.A.2.h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Description

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

[Manual for Faculty and Administrators](#)]

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

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

Self Evaluation

The College meets the standard.

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

Actionable Improvement Plans

None

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

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

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

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

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

Self Evaluation

The College meets the standard.

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

Actionable Improvement Plans

None

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Description

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

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

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

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

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

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

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

General education requirements for transfer to a CSU; and,

General education requirements for transfer to a CSU or UC

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

Self-Evaluation

The College meets the standard.

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

Actionable Improvement Plans

None

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

II.A.3.b. A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

II.A.3c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Description

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

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

Courses that satisfy Area 1—Natural Sciences

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

Courses that satisfy Area 2—Social and Behavioral Sciences

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

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

Courses that satisfy Area 3—Humanities

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

Courses that satisfy Area 4—Language and Rationality

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

Courses that satisfy Area 5—Ethnic Studies

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

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

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

College of Alameda general education requirements encompass:

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

Self Evaluation

The College meets the standard.

The College's comprehensive general education/institutional learning outcomes encompass the basic content and methodology of the major areas of knowledge, the skills to be a productive individual and lifelong learner, and the qualities of being an ethical human being and effective citizen.

The College's instructional areas are deeply rooted in infusing civic engagement and responsibility; diversity and inclusion; and the liberal studies pedagogy into the fabric of the

College. Some examples of this commitment are the Alameda Promise Project, Men of Color Initiative (Brotherhood), the Learning Communities, Pathways to Law School Program, and Open Gate. [REF: [Alameda Promise Project](#); [Men of Color Initiative \(Brotherhood\)](#); [Pathways to Law School Program](#); [Open Gate](#)]

Furthermore, the College is committed to seeking innovative ways of supporting student learning and opportunities. The College has a commitment to strengthen student success through incubation of new programs and initiatives. One example is the Urban Center for Entrepreneurship and Innovation. [REF: [Urban Center for Entrepreneurship and Innovation](#)] and another are the Learning Communities that have, since 2009, served students who have need of basic skills through culturally relevant pedagogy. Formal learning opportunities are supplemented by robust programs and events sponsored through the Associated Students (ASCOA). [REF: [Student Activities Newsletter: October 2014](#)]

Actionable Improvement Plans

None

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Description

All of the degrees offered by College of Alameda include general education requirements; reading, writing, and math competencies; and an ethnic studies requirement, along with core courses representing either an academic area of emphasis or an occupational major. Between 2012- 2014, significant degree changes were made to develop Associate Degrees for Transfer (ADT) in many areas of study. Title 5, section 6675-49, requires that all California Community Colleges offer associates degrees for transfer to CSU. The degrees must include 60 sem/ 90 qtr units, completion of IGETC or CSU-Breadth, minimum 18 semester/27 qtr. units in the major and, no additional local requirements. College of Alameda offers 8 ADT's in the following subjects: [REF: [College of Alameda Catalog page 63](#); [ACCJC Letter August 2014](#)]

- Business (AS-T)
- Math (AS-T)
- Art History (AA-T)
- Communication (AA-T)
- English (AA-T)
- History (AA-T)
- Political Science (AA-T)
- Psychology (AA-T)

Self Evaluation

The College meets the standard.

All academic and career and technical degree programs include either focused study in one area of inquiry or an established interdisciplinary core. The College continues to focus on the development of ADT degrees to provide further opportunities to students.

Actionable Improvement Plans

None

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**Description**

College of Alameda's Career Technical Education programs examine students' ability to successfully demonstrate technical and professional competencies through assessment of course and program level learning outcomes [REF: [College Catalog, page 17](#); [CTE Website](#)]. These student learning outcomes and program learning outcomes are created to ensure that students who complete the program are prepared for immediate employment and/or external licensure exams. All Career and Technical Education certificate and degree programs have advisory boards that include members of the local business community. These boards help to ensure that curricula and learning outcomes meet the needs of industry and businesses that will most likely employ students completing the program.

The college has consulted and continues to consult with local workforce development boards in developing vocational and occupational certificates and degrees. Many of our Career and Technical Education (CTE) programs are linked with CTE pathways at local high school districts:

COA Program	High School Pathway
Apparel Design & Merchandizing	Oakland Tech Fashion Art & Design Academy
Aviation Technology	Oakland Tech Engineering Academy
Computer Science	Encinal High School Computer Science Academy
Dental Assisting	Berkeley High School Academy of Medicine

In addition to being accredited by the ACCJC, specific CTE Programs have supplemental accreditation/certifications:

- 1) Auto Technology: National Institute for Automotive Service Excellence (ASE)
- 2) Aviation Technology: The Federal Aviation Administration (FAA)
- 3) Registered Dental Assisting Program: American Dental Association (ADA) Council on Dental Education for Dental Assistants

The College of Alameda ATLAS Program offers innovative, short term programs which produce job ready candidates. ATLAS programs include: [REF: [ATLAS](#)]

- 1) Green Diesel Technician Program
- 2) Office Administration for the Logistics Industry Certificate Program
- 3) Warehouse Operations and Forklift Certification
- 4) Customized Training for interested companies and community organizations

ATLAS also provides a number of student support services such as:

- College and financial aid workshops
- Cover letter and resume workshops
- Job Placement
- Counseling
- Student Mentoring

Regular assessment of the effectiveness of Career and Technical Education programs in preparing students with these competencies occurs through the Annual Program Update and Comprehensive Program Review. Additionally, some Career and Technical Education programs are accredited by external agencies and must demonstrate their effectiveness during their accreditation review cycle.

Self Evaluation

The College meets the standard.

Each career and technical program has competencies that students must meet to successfully obtain a degree or certificate. There is broad discussion related to career technical education programs and student success. [[District CTE Committee Composition](#); [District CTE Committee Mission, Structure, and Scope](#)]

Actionable Improvement Plans

None

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institutions' officially approved course outline.

Description

The College provides accurate information about educational courses, programs, and transfer policies through the College Catalog, schedule of classes, counseling services, workshops, and web site. The College Catalog clearly describes the degrees and certificate programs and lists the course requirements for each program. The College includes an accuracy statement in its catalog and schedule of classes.

The catalog and schedule of courses, both printed and electronic versions, list all courses with a brief description of purpose and content, number of units and class hours, pre-requisites and/or co-requisites, basic skills recommendations, and transferability. In all courses, students receive a syllabus that contains, among other required elements, a description of expected student learning outcomes. These learning outcomes are consistent with those listed in the course outline of record. Copies of course syllabi are maintained in the Division Offices.

The catalog also provides detailed profile of each program. This profile identifies the degree or certificate options, a description of the purpose and content of the program, the program learning outcomes, and detailed degree and/or certificate requirements. The College website provides the same information as the catalog but in a different format. [REF: [College Catalog](#)]

The College Catalog identifies policies on transcripts, transferring within the district, the Transfer Center, Transfer Admission Guarantee/Agreement, Associate in Arts and Associate in Sciences Degrees, Transfer Degrees (AA-T, AS-T), and Transfer-in students. The catalog also defines general education requirements to transfer to the CSU and UC system and lists specific courses approved for transfer to each of these systems. This information is updated annually upon publishing a new catalog. The College website allows for more frequent updating. The Transfer Center provides transfer guides, transfer agreement charts, and links to Project Assist. Additionally, the Transfer Center website provides students with transfer related resources. The College website provides details on the requirements for AA-T and AS-T degrees. Finally, the College website provides students with information on evaluating and requesting transcripts.

Students also receive transfer information during college orientation and counseling sessions, during visits from four year college representatives, and during the annual Transfer Fair. The Transfer Center also collaborates with the Counseling Department by reporting updates and changes in the transfer policies with counselors through counseling meetings. [REF: [Transfer Center](#); [Services for Students](#)]

Counselors are also available to review transcripts, help students develop an education plan and/or educational track, such as CTE, and other programs to help move them forward and guide students towards their academic achievements and endeavors.

To determine course-to-course articulation, Counselors utilize www.assist.org to assist with development of educational plans and transfer paths. The College of Alameda Articulation Officer works to insure that College of Alameda transferable courses remain in compliance with transfer curriculum standards.

A course syllabus is given to each student at the start of each class to assure students that the course taken consists of the necessary requirements needed for transfer to a four year institution. This will provide positive student learning outcomes and academic excellence for both students and the institution.

Self Evaluation

The College meets the standard.

Clear and accurate information about courses, programs, transfer policies, degrees and certificates is provided in the College catalog and on the College's website. [REF: [Degrees and Certificates Webpage](#)] All course syllabi specify learning outcomes that are consistent with the approved course outline. Program learning outcomes are specified online and in the College catalog.

Actionable Improvement Plans

None

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Description

The College provides accurate information about educational courses, programs, and transfer policies through the College catalog, classrooms, counseling, workshops, and web site.

The mission of the College's Transfer and Articulation Program services is to provide a seamless transition to four year-universities, to assist diverse student populations in transferring, to empower them to successfully reach their transfer goal, and to increase the transfer rate among students.

The primary function of the Transfer Program, outlined in Board Administrative Procedure

5120 [REF: [AP 5120 Transfer Center](#)], is to help students transfer from College of Alameda to four-year colleges and universities both in- and out-of-state. The evaluators use [ASSIST.org](#), College Source, as well as course outlines of record and syllabi as tools to guide them in determining the comparability of courses to be used for local degrees, in addition to general education breadth and major preparation requirements for transfer. Discipline faculty are consulted as needed. Transfer Credit Policies are also discussed in the Board of Trustees Administrative Procedure 4050 [REF: [AP 4050 Articulation](#)].

Through the Curriculum Committee and the Articulation Office, courses are examined for transferability to four-year universities, specifically to California State Universities and the University of California system. These courses and transfer programs are reviewed and updated based on the changes to maintain the transferability of the courses. Currently, College of Alameda has articulated 286 UC- and 408 CSU- transferrable courses.

These courses are identified in the College catalog and are housed in a state-wide database system, Project Assist, which is updated annually. The College catalog also includes the transfer programs and policies including CSU General Education Patterns, and Inter-segmental General Education Transfer Curriculum (IGETC) and UC general education pattern, the credit policies of Advance Placement, and College-Level Examination Program policies toward AA/AS degree and Transfer GE patterns. [REF: [College Catalog, page 198-200](#)]

Self-Evaluation

The College meets the standard.

College of Alameda's transfer policies ensure that all students are able to transfer into and out of the college. Credit is granted when the learning outcomes of courses align. Articulation agreements and transfer guarantees/agreements facilitate this process ensuring a clear process for students. The College continues to advertise and promote transfer services through the Transfer Center, orientation courses, and various workshops in order to increase student awareness of the services. [REF: [Transfer Center Flyer- August 2014](#)]

Actionable Improvement Plans

None

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Description

Following District Administrative Procedure 4021: Program Discontinuance-Consolidation [REF: [AP 4021 Program Discontinuance Consolidation](#)], when substantial changes to a program are required, or when a program is recommended for discontinuance, the

Curriculum Committee will work in tandem with the Office of Instruction to record the change in the next catalog [REF: [Sample College Schedule Review Timeline-SP15](#); [Sample District Schedule Production Timeline-SP14](#)]. If the changes take place mid-year after the catalog has been published, then the Office of Instruction will update the online version of the catalog and degree web pages.

Consistent with the Catalog Rights policy, students can expect to complete their educational goals in a timely manner and are held to the graduation requirements in place at the time enrollment begins [REF: [Catalog Rights](#); [College Catalog page 50](#)]. When changes to a program occur, the department makes arrangements to accommodate students in completing their program of study. Faculty may recommend a course substitution or may create an independent study course in order for students to complete their program. The Counseling Department, faculty in the discipline, Dean of the discipline, and Admissions and Records work collaboratively with the affected students to ensure they meet the requirements to complete their program of study.

Self-Evaluation

The College meets the standard.

When programs change or are discontinued, appropriate arrangements are made to assure enrolled students can complete their education in a timely manner.

Actionable Improvement Plans

None

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Description

The Office of the President, in conjunction with the District Public Information office, is the liaison between the College, the public and the press and is dedicated to providing effective communication about the college. The College website is maintained through the Office of the President. The Office of Instruction is the lead to ensure that official publications such as the College catalog and class schedule are accurate.

The College includes an Accuracy Statement in the College catalog and schedule of classes [REF: [College Catalog Accuracy Statement; page 19](#)]. When corrections or changes are required, the Office of the President does so immediately for online communications. Printed materials, such as the catalog and schedule of classes, are corrected upon the next printing. [REF: [Sample College Schedule Review Timeline-SP15](#); [Sample District Schedule](#)

[Production Timeline-SP14](#)].

Each spring the catalog is reviewed by the Vice Presidents, Division Deans, Registrar, Curriculum Committee and departments who have authority over various pieces of content, such as counseling and financial aid. These entities review the policies, procedures, and other content under their purview; for example, the Curriculum Committee notifies faculty of deadlines for inclusion of changes in curriculum to the catalog. The Curriculum Specialist in the Office of Instruction provides a list of changes approved by the Curriculum Committee to degrees and certificates. All changes are reviewed and made by the Office of Instruction. Once the catalog is sent to print, a PDF format is posted online. If mistakes in the printed catalog are noted, the correction is listed on the Catalog website. [REF: [College Catalog webpage](#)] Changes are also posted live on the online schedule and in Passport. [REF: [Online Schedule of Classes](#)]

Self Evaluation

The College meets the standard.

Clear and accurate information is provided to students, the public and press. Specific processes are followed to regularly review and update the information presented in the catalog and schedule of classes. All communications are assessed for accuracy and consistency and corrections are made as needed.

Actionable Improvement Plans

None

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Description

In order to maintain the integrity of the teaching-learning process, College of Alameda publishes and upholds the Board of Trustees' Policy 4030, Academic Freedom [REF: [BP 4030 Academic Freedom](#)]. The board policy also recognizes employee rights to freedom of speech and political activities which allows for:

- The discussion and study of political, social, and moral issues when such discussion and study are appropriate to the subject matter of a course.
- The conducting of student and employee elections and campaigning connected therewith.

Faculty include a statement regarding academic honesty on their course syllabi [REF: [Sample Syllabus](#)]. College of Alameda is a non-sectarian, public institution and as such does not promote or require specific beliefs or world views.

The College upholds the District Student Code of Conduct and Policy 5500 on Student Standards of Conduct, Policy 4255 Dismissal and Readmission, and Policy 5530 on Student Rights and Grievance. [REF: [AP 5500 Student Standards of Conduct](#); 4255 [AP Dismissal and Readmission](#); 5530 [AP Student Rights and Grievance](#)] Additionally, on College of Alameda's website, resources on handling Student Code of Conduct issues are available. [REF: [Resources for Handling Student Code of Conduct](#); [Academic Dishonesty](#)] The Student Code of Conduct, Student Disciplinary Process, and Student Grievance Process are also printed in the College catalog and the Student Handbook. [REF: [College Catalog, pages 214-224](#)]

Self Evaluation

The College meets the standard.

The faculty are aware of the need to distinguish between personal conviction and professionally accepted views in a discipline. The publication of policies concerning student conduct and academic integrity give students clear prior notice of these expectations.

Actionable Improvement Plans

None

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with Standards and applicable Commission policies.**Description**

College of Alameda does not offer curricula in foreign locations.

Self Evaluation

The College meets the standard, but currently has no plans to offer curricula in foreign locations.

Actionable Improvement Plans

None

LIST OF EVIDENCE (in alphabetical order)

[2014 Community College Survey of Student Engagement](#)

[AP 4020 Program Curriculum and Course Development](#)

[AP 4021 Program Discontinuance Consolidation](#)

[AP 4022 Course Approval](#)

[AP 4050 Articulation](#)

[AP 4210 Student Learning Outcomes](#)

[AP 4255 Dismissal and Readmission;](#)

[AP 5120 Transfer Center](#)

[AP 5500 Student Standards of Conduct](#)

[AP 5530 Student Rights and Grievance](#)

[Academic Dishonesty](#)

[Academic Senate Agenda: 9-18-14](#)

[ACCJC Letter August 2014](#)

[Achievement Gap](#)
[Alameda Promise Project](#)
[Annual Program Update](#)
[Annual Program Update Timeline 2014](#)
[Apparel Design and Merchandising](#)
[ATLAS](#)
[ATLAS Program](#)
[Auto Body and Paint](#)
[Automotive Technology](#)
[Aviation Maintenance Technology](#)
[Best Practices in Online Teaching, Learning Strategies and Pedagogy-Fall 2014](#)
[BP 4020 Program Curriculum and Course Development](#)
[BP 4025 Philosophy and Criteria for Associate Degree and General Education](#)
[BP 4030 Academic Freedom](#)
[BP 4100 Graduation Requirements for Degrees and Certificates](#)
[BP 4230 Grading and Academic Record Symbols](#)
[BI Tool](#)
[Business / Accounting](#)
[Center for Community Change](#)
[CIPD meeting minutes](#)
[College Catalog](#)
[College of Alameda Website- Degrees/Certificates](#)
[Computer Information Systems](#)
[CTE Webpage](#)
[Curriculum Committee Minutes](#)
[Curriculum Review Process and Checklist](#)
[CurricUNET](#)
[Degrees and Certificates](#)
[Dental Assisting](#)
[Dental Assisting Requirements](#)
[Diesel Mechanics](#)
[Distance Education Resources](#)
[District CTE Committee Composition](#)
[District CTE Committee Mission, Structure, and Scope](#)
[District Curriculum Approval Handbook](#)
[District Planning Timeline](#)
[English Cohort Analysis](#)
[Enrollment Demographics- Distance Education Status](#)
[Gainful Employment](#)
[Institutional Learning Outcomes- College Catalog pg. 14](#)
[Learning Communities](#)
[Math Cohort Analysis](#)
[Men of Color Initiative \(Brotherhood\)](#)
[Moodle Resources](#)
[Online Schedule of Classes](#)
[Online Teaching Certificate](#)
[Open Gate](#)
[Pathways to Law School Program](#)
[Program and Course Approval Process Manual for Faculty and Administrators](#)
[Program Review Summary- 2011-12](#)

[Program Review Summary- 2010-11](#)
[Resources for Handling Student Code of Conduct](#)
[Retention Rates](#)
[Sample Advisory Board: Apparel Design and Merchandising](#)
[Sample College Schedule Review Timeline-SP15](#)
[Sample District Schedule Production Timeline-SP14](#)
[Sample Course Outline of Record- SOC120](#)
[Sample DE Addendum- HIST2B](#)
[Sample Program Description Catalog- Mathematics](#)
[Sample Program Description for Website- Astronomy](#)
[Sample Syllabus](#)
[Student Activities Newsletter: October 2014](#)
[Success Rates](#)
[Task stream](#)
[Transfer Center Website:](#)
[Transfer Center Flyer- August 2014](#)
[Urban Center for Entrepreneurship and Innovation](#)
[Using Moodle](#)

II.B. Student Support Services

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

Description

College of Alameda's student services components foster a student centered environment built on the philosophy of student development. This philosophy synchronizes with the College mission to serve the "educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals." [REF: [2014-15 College of Alameda \(COA\) Catalog, page 12](#)]. While most of the services for students at the College are delivered by departments within the Student Services Division, those provided by Instructional areas or in collaboration with Instructional areas and Administrative Services evoke this philosophy of being student centered and student focused. Relations between members of the three major divisions at the College (Student Services, Instruction, and Administrative Services) are collegial and student focused. Members of the Student Services Division are leaders on campus and bring their student empowerment and development perspective to formal and informal meetings and committees. The Student Services Division itself is organized according to a smooth delivery of services, with one Dean providing leadership for enrollment services, and the other Dean providing leadership for programs for students seeking services from special programs such as EOPS, DSPS, CalWORKs, and Cougar Scholars (for former foster youth).

In alphabetical order, COA services that contribute to student access and success are:

- Admissions and Records (liaison with PCC District Service Area)
- Assessment (liaison with Instruction: Learning Resource Center)
- Articulation
- Athletics (supervised by the Dean)
- CalWORKs
- Counseling
- Extended Opportunities Programs and Services (EOPS)/Cooperative Agencies Resources for Education (CARE)
- Financial Aid (Student Financial Assistance)
- Health Services
- International Students (liaison with PCC District Service Area)
- Matriculation (Student Success and Support Program)

One-Stop Career Center
 Orientation
 Outreach and Recruitment
 Programs and Services for Students with Disabilities (DSPS)
 Student Success Learning Communities (jointly with Instruction)
 Student Activities
 Transfer Program
 Veterans Services

The aforementioned services are described in detail in the COA Catalog, pages 39 to 48. The semester class schedules also include information about the programs and services and the information is also reflected in the Student Handbook. In addition, specific programs disseminate their detailed information, not only throughout the campus via flyers and tabling during College-wide events, but via regular mail, email and the Colleges website.

The College provides access to all programs and services to all students by employing a culturally and ethnically diverse, highly trained staff and faculty who are oriented to problem solving and collaboration. The College has counseling faculty, knowledgeable admission & records and financial aid staff, Extended Opportunities Programs and Services (EOPS) and Programs and Services for Students with Disabilities (DSPS), departments that students have easy access to, to help assist, guide and navigate through the College experience.

The majority of student services components are housed in the Welcome Center which opened after several years of planning in fall 2009. The following principles guided the design of the Welcome Center:

Student development (empowerment) philosophy

- Anticipate student needs and demands
- Help students learn how to access services such as enrollment and financial aid independently
- Provide a self-service area of computer terminals, as well as printed information. Provide a staff member to be available to assist with technical questions.

No wrong door/every door is open

- Students will not be sent from building to building or counter to counter to find a service.

Unified service

- Move away from departmentalization and toward communication, cross training and the elimination of boundaries
- Reduce duplication of services and staffing costs.

Seamless service

- Maximize our use of the telephone, the Internet, and face-to-face service to meet the diversity of individual student needs
- Enable students to receive services without regard to time, place, and pace.

One-stop shop

- Locating student services in the same area does not guarantee that student will be able to access the services they need. Staff need knowledge, a can do attitude, and flexibility to serve the students.

Technology will assist in achieving these principles by

- Providing kiosks in locations around campus where students can access information about programs and classes, as well as their own official records (transcripts, grade reports, class schedules, financial aid information, billing information).
- Providing a SMART card (student identification card encoded) that will allow students to access the library, copy documents, pay for books (for sponsored students), pay for parking, etc.
- Providing placement and orientation on-line.
- Providing for continuous admission.

Design elements:

Create a central horseshoe welcome area, where staff will provide

- Information on all services for all new and continuing students
- Admissions and enrollment services (i.e., receive and turn in admissions applications, turn in approved class program forms, make transcript requests); direct assistance to students to help them use on-line admissions and class enrollment
- Financial aid information and assistance in basic services as well as direct assistance to students to help them file for financial aid on-line
- Personalized referrals and appointments, when appropriate, for admissions specialist, assessment and orientation services, counseling, financial aid, Dean and Vice-President, EOPS, Transfer Center, veterans services

Surrounding the central horseshoe welcome area are

- Areas for specialists who are there to resolve problems that cannot be resolved at the welcome center or the self-service area.
- Offices for counseling and four year college representatives.
- Computer workstations for students to enroll on-line, take placement tests, complete orientation, file for financial aid, review transfer information.

Services and the service flow in the Welcome Center are continuously evaluated through student learning outcomes, input from faculty and staff, and student feedback to ensure that students' needs are met. A committee of staff and faculty working in the Welcome Center, the Building A committee, met monthly during the first three years to ensure that the center functioned smoothly.

Several advisory committees are designed specifically to address and discuss student learning and access to programs and services, i.e., the President's Council, Department Chair meetings, Student Services Council, Matriculation Committee/Student Success and Support

Program, Curriculum Committee, and the Student Equity Committee of the Academic Senate.

IIB. 1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Description

College of Alameda ensures that student support services maintain an environment that results in student success by providing access to programs and services that re-enforce the College's mission. The staff and faculty of the College's student support programs work collegially and collaboratively with each other and with members of the administration, faculty, and classified professional staff to support student learning and enhance achievement of the College mission. The College culture of caring is practiced and modeled by each member of the staff and faculty.

Students can access enrollment and student support services through the College website as well as the Peralta Distance Education website. [REF: [Student Services](#); [District Distance Education](#)] Students can access program information, forms, and counseling services online. The CCCApply enrollment application has a supplement with questions designed for Peralta Community College District students to determine what their needs might be.

Admissions and Records

Admissions and Records Department serves as the first point of access to the College for new students and the general public. The campus based Administration and Records office is a District based function that is managed by local administrators. The A & R office is supervised by the Dean of Enrollment Services.

Admissions and Records staff pride themselves on providing exceptional customer service. While enrollment and other services are available on-line, A&R also assists students directly with adding and dropping classes; changing majors and personal information; enrollment verification; ordering official transcripts; records corrections; and other issues that affect registration and enrollment. [REF: [A&R 13-14 APU](#)].

The Admissions and Records office is located within the Welcome Center that supplies twenty-one computers and one printer used by the students to submit on-line applications to CCC Apply through the PASSPORT system, add/drop classes, make changes in personal information and print unofficial transcripts. The Welcome Center also provides space to hang the Credential Solutions transcript banner to inform students how to submit official transcript requests." [REF: [A&R 13-14 APU](#)].

Students who enroll in on-line courses receive the same services as those who seek services in person. In April 2008 the District went live with its online Student Administration system, referred to as PASSPORT. PASSPORT provides new and returning students access to registration and enrollment in an on-line environment. The PASSPORT system provides new

students a link to the CCCApply enrollment application for new and returning students and access to students' academic and financial records for continuing students. Recognizing that not all students are able to easily access the on-line application, Student ambassadors, many of whom are multi-lingual, assist students in the Welcome Center.

Assessment

Assessment is a holistic process through which the College collects information about students in an effort to facilitate their success by ensuring their appropriate placement into the curriculum. Examples of this information include the student's English and math skills, learning skills, aptitudes, goals, educational background/performance, and the need for special services. Also taken into consideration during the assessment and placement process are the student's work experience, family obligations, motivation factors, and any other considerations that may affect their opportunities for success when making their course choices. [REF: [Assessment 13-14 APU](#)] The Matriculation Coordinator and the Assessment staff have investigated secure on-line assessment, but have not yet developed a satisfactory method. Matriculating students who wish to enroll in distance learning English, math, or English as a Second language classes, are referred to the Counseling department for an on-line or telephone consideration of multiple measures for placement.

Articulation

Articulation refers specifically to the process of developing a formal, written agreement that identifies courses (or sequences of courses) on a "sending" campus (COA) that are comparable to, or acceptable in lieu of, specific course requirements at a "receiving" campus (CSU/UC/Private institutions). Successful completion of an articulated course assures the student and the faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured. In short, the articulation process enables the student to progress to the next level of instruction at the receiving institution. Prior to 2013 Transfer Center and Articulation was a combined counseling faculty position, but in January 2013 the position was divided into an Articulation Counseling faculty position and a Transfer Program Counseling faculty position. The Articulation Officer is an integral part of the Curriculum Committee [REF: [Articulation 13-14 APU](#)].

Athletics

Athletic programs provide intercollegiate athletes the opportunity to realize potential and to achieve personal success within an extended education context. While formally supervised by the Dean of Academic Pathways and Student Success since 2012, the Athletic Director maintains close contact with the Student Services Division, which provides a dedicated counseling faculty member to guide the student athletes in following their educational plans and maintaining the required grade point average. Any College of Alameda student may participate in the intercollegiate programs offered at Laney and Merritt Colleges.

CalWORKs

College of Alameda California Work Opportunity and Responsibility to Kids (CalWORKs) program provides students who are TANF/CalWORKs recipients with a solid foundation of support services as the program is specifically created to empower them to successfully

pursue educational and career opportunities. Thus, the ultimate goal of the program is to assist CalWORKs students with vocational/educational training programs that lead to self sufficiency. The program partners with several governmental and non-profit entities within Alameda County's Department of Social Services, the Cities of Oakland and Alameda, Oakland and City of Alameda Housing Authority, City of Alameda and county food banks, etc. In an attempt to respond to the demand of "doing more with less," the CalWORKs program was placed under the direct supervision of the director of the EOPS/CARE program in 2010-2011. This not only insures that the program has fulltime supervision, but students who have "time limited out" are guaranteed a smooth transition if eligible for CARE services and counseling assistance [REF: [EOPS/CARE/CalWORKs 13-14 APU](#)].

Counseling

The mission of College of Alameda's Counseling Department is to provide comprehensive services and programs that empower students to identify and achieve educational, career and personal goals. Additionally, the Counseling Department strives to assist students in meeting life's many opportunities and challenges. The Counseling Department also offers classroom instruction in counseling and guidance courses to assist students with recognizing their full potential through developing self-awareness, educational management, and life-long independent career planning skills. [REF: [Counseling 13-14 APU](#)]

Educational Opportunity Programs and Services (EOPS)

EOPS is for students who demonstrate that they have educational, economic, social, cultural, or language challenges which interfere with their educational careers. The program offers special supportive services to EOPS students, including professional counseling and peer advising, priority registration, tutorial services, career and academic guidance, financial and book purchase assistance, transfer assistance and fee waivers for CSU and University of California, and cultural enrichment activities. Also, students are assisted with admissions and financial aid applications to four-year institutions. Book services provided by EOPS and CARE dedicated \$167,867 of its 2012-13 EOPS/CARE resources to the book voucher activity. [REF: [EOPS/CARE/CalWORKs 13-14 APU](#)]

The **Cooperative Agencies Resources for Education (CARE)** program in the California Community Colleges is "a unique educational program geared toward the welfare recipient who desires job-relevant education to break the dependency cycle." As a supplemental component of EOPS, CARE provides educational support services designed for the academically under-prepared, low income, single parent population. Grants and allowances for educationally-related expenses (such as child care, transportation, textbooks and supplies) may be awarded as a means of strengthening the retention, persistence, graduation and transfer rates of these individuals. Students participating in CARE may choose to earn a vocational certificate or license, associate degree or transfer program options. [REF: [EOPS/CARE/CalWORKs 13-14 APU](#)]

Financial Aid

The purpose of Financial Aid College of Alameda is to provide equitable assistance to all students who apply for financial aid (grants, loans, scholarships, work-study) that will enable them to obtain a certificate, a degree or to transfer to a four-year College. College of

Alameda's Financial Aid Office also has a strong practice of working with other areas. For example, the FA Appeals Committee which reviews student appeals for FA is comprised of FA staff, counselors, and administrators. The Appeals committee meets monthly to review student files. The FA Advisory committee is a shared governance committee that reviews financial aid policies and makes recommendations to the unit and to the College. In compliance with federal guidelines no audit findings were found in the most recent audit report [REF: [Financial Aid 13-14 APU](#)]

In 2012-13, Financial Aid served 4724 students and disbursed ##### in state and federal grants. Financial aid offers weekly workshops to assist with FAFSA and financial aid forms and provides services and forms in multiple languages.

College of Alameda
2013-2014

Row Labels	Count of Campus
AMER	15
BOGGA	39
BOGGB	71
BOGGC	1854
CAL-B	307
CAL-C	14
CARE	40
CHFEE	7
CWSP	79
DLSUB	83
DLUSU	69
EOPG	34
OSHER	5
PELL	1808
PSCH	32
SEOG	482
Grand Total	4939

2012-2013

Row Labels	Count of Campus
AMER	12
BOGGA	71
BOGGB	88
BOGGC	1693
CAL-B	277
CAL-C	9
CARE	52
CHFEE	5
CWSP	86
DLSUB	74
DLUSU	63
EOPG	33
OSHER	5
PELL	1715
PSCH	15
SEOG	526
Grand Total	4724

Health Services

The mission of Health Services at College of Alameda is to further the equality of the educational opportunity and success for all students by providing access to health services which promote the physical, emotional, social and spiritual well-being of its students. This well-being contributes to the educational aim of our community colleges by promoting student retention and academic success.

Health Services offers: individual consultations, referrals, an annual health fair, health education programs, weight management counseling, immunizations, creating and

implementing policies and procedures in accordance with state and federal regulations, involvement with campus safety, promotion of peer health-related presentations, violence and sexual assault workshops, and a state-wide recognized student crisis team. [REF: [Wellness Services 13-14 APU](#)] All College of Alameda students pay a health fee that entitles them to services from the health Services office on campus, as well as more intensive services through the Wellness Center, located on the Laney College campus.

International Students

Services for International students at College of Alameda are provided by the Office of International Education, located at the District Office, which coordinates admission, enrollment and other services for International students at all four Peralta colleges. Student support services provided by this office include:

- Providing international (F-1) student admissions and orientation
- Assisting with immigration and visa issues, including visa extensions, employment, practical training and travel
- Acting as liaison to United States Immigration and Customs Enforcement (USICE) and United States Citizenship and
- Immigration Services (USCIS) [formerly known as Immigration and Naturalization Service (INS)]
- Advising and counseling on academic and personal matters
- Assisting students with practical matters such as health insurance, housing and obtaining a social security card and
- Driver's License
- Assisting with adjustment to U.S. culture and coordinating social activities and trips

All COA International students are eligible for any service offered by the College.

Matriculation/Orientation

The majority of College of Alameda's students seek instruction and services to support specific goals, i.e., are matriculating students. According to the State Chancellor's office (DataMART), over the past five years, matriculating students at the College represent more than 68% of the total student population.

Fall Census Headcount by Matriculation Status

According to Peralta Facts – matriculating students made up the following:

2008	72.9
2009	68.5
2010	69.3
2011	70.8
2012	70.1

With the Student Success Act mandatory assessment, orientation and education planning are required for matriculating students.

The Student Success Act of 2012 requires that all California Community College students receive assessment, attend a new student orientation, and develop a student education plan

(SEP) that outlines the path to their stated academic goal. The legislation also requires that Colleges publish performance related data in the form of the Student Success Scorecard. [REF: [Student Success Scorecard](#)]

The New Student SUCCESS Academy is the first step in efforts to address mandatory orientation and educational planning. During the spring semester, at a Student Services-wide, off-site retreat the work of envisioning and developing this program began.

A task force was formed and worked many, many collaborative hours to ready the SUCCESS Academy for a fall 2013 pilot launch.

Assessment – All new matriculating students are directed to assessment as their first step in joining College life. The intent is to expand this part of the program going forward, and collaboration with English and Math faculty to develop prep materials that will help students understand the importance of assessment and to prepare them to do their best.

Counseling – All new matriculating students see a counselor to develop a first semester education plan and to select their classes. An SEP template was implemented that ensures students are being directed to courses related to their academic goal, encourages students to begin their Math and English preparation right way, and explains how each class they are registering for fits into their student education plan (SEP).

Fabulous Friday New Student Welcome – All new students are invited (and in some cases required) to attend Fabulous Friday, a Friday-before-school-starts kickoff event. The theme of this day is Connection: through innovative ice breakers, team building activities, student panels and a faculty meet-and-greet, students will begin connecting to each other and to the campus community.

Counseling 200: Orientation to College - All new matriculating students are enrolled in a one unit, semester-long ‘Orientation to College’ course that introduces them to the workings of a College campus, provide a connection to the services available to help them succeed, and assist them in the development of a complete student education plan (SEP). A semester long course ensures that students are supported through those critical first weeks when many students may get lost or frustrated and drop-out [REF: [New Student Orientation; Matriculation 13-14 APU](#)]

Alameda One-Stop Career Center

The Alameda One-Stop Career Center functions as the College career center as well as providing services to members of the community. The One Stop works with over twenty local community-based and governmental organizations. As a collaborative, the One-Stop Career Center seeks to ensure students receive information on employment, training, internships, and vocational counseling in an efficient and seamless manner.

The Alameda One-Stop offers students a free career resources room with:

- Computer access and internet use
- Free fax and phone
- Job leads on and off campus
- Internship information

- Direct links to employers who are hiring
- One-on-one assistance
- Resources library
- Career exploration and labor market data

Other services include:

- Vocational counseling
- Computerized career assessment programs including Eureka and Choices
- Resume writing workshops
- Resume critiques
- Interviewing and networking workshops
- Individualized career counseling and job placement

The Alameda One Stop Career Center is a certified One Stop Career Center, affiliated with the Alameda County Workforce Investment Board.

Orientation (see Matriculation)

Outreach and Recruitment

As an open admissions and enrollment public institution, College of Alameda admits and enrolls any student who wants to benefit from instruction. Outreach services target those students who are first generation college students or students in need of developmental education who may not have considered post-secondary education. The College's strategy for outreach to students is based on the belief that students and families seek guidance regarding higher education options from three main sources: 1) the traditional school system which includes teachers, counselors, and administrators, 2) higher education outreach/ college readiness programs that partner with schools to serve student cohorts and provide augmented college-readiness activities at school sites and 3) community educators/ youth advocates who generally work with students and families outside of the traditional school day in after-school, weekend, and summer programs in community spaces.

To support this strategy, student services staff and faculty outreach to a broad network that primarily falls within one of the three groups. Below is a table that outlines some of the groups reached these efforts.

Oakland Unified School District
College & Career Readiness Office (includes all 14 high schools)
African American Male Achievement Office
After School High School Network (reaches 13 HS and 8-community lead agencies)
Individual High Schools
Alameda Unified School District
Alameda High School
Encinal High School
Alameda Science and Technology Institute
University-Based Outreach Programs
UC Berkeley School/ University Partnerships
UC Berkeley Early Academic Outreach Program (EAOP) (reaches > 14 HS in Alameda, Contra Costa, and SF County)
UC Berkeley Pre-College TRiO Programs (Upward Bound & Talent Search; reaches 11 HS in Alameda & Contra Costa County)
UC Berkeley Destination: College Advising Corps
Mills College Upward Bound
Holy Names Upward Bound
City, Non-Profit, and Community Based Organizations
East Bay Consortium
East Bay Asian Youth Center
The Spot (community center)
Alternatives in Action
Bay Area Community Resources (BACR)
Youth Together
East Oakland Youth Development Center
College Track (Oakland)
Oakland Fund for Children and Youth Grantees (Reaches 16 community-based out-of-school time providers)
Educators for Fair Consideration
East Bay College Fund

Students, families, and educators affiliated with the above groups benefit from a range of strategic outreach activities. In the belief that most students need multiple points of contact/

information before they choose to enter into higher education, College of Alameda offers a range of outreach activities:

- **General Outreach Presentations/ Events:** Among our general outreach efforts, we go on-site to high schools and organizations to present on the College itself, general financial aid, and transfer options. COA also provides on-site support for students to enroll and register online. College of Alameda also hosts groups for tours and presentations.
- **Higher Education Week & College Summit:** Higher Ed Week is a series of eleven college fairs that reaches approximately 4000 high school students from Alameda County. In addition to participating in the fairs, during the week, as the only community college host institution COA hosts a College Summit for 150-200 high school students from area high schools.
- **City-Wide College Night (CWCN):** Each fall, COA hosts and participates in the planning of this annual event which targets Alameda public and private high school students and their families. Students visit with college representatives and participate in workshops that include college-readiness, the community college transfer path, and financial aid readiness. Over 350 people attend CWCN each year.
- **High School and Community Educator Breakfast:** The spring breakfast brings together high school counselors and professionals from community-organizations to learn about College of Alameda. We share information and updates on our instructional programs, student services, and highlight our equity programs. We also provide tips on how to help students enroll in the College. The last Community Educator Breakfast was held on April 8, 2014.

Programs and Services for Students with Disabilities (DSPS)

The primary focus of DSPS is to support students in mainstream classes by providing educational and vocational support services for students with disabilities enrolled in courses at College of Alameda.

The following mission statement has been adopted by all DSPS staff:

Opportunity: To ensure equal educational opportunities to students with disabilities who have the potential for achieving academic and vocational goals consistent with a community College program.

Empowerment: To empower students with disabilities to achieve independence and integration leading to maximum participation in the College and the community.

Awareness: To provide information and support to College of Alameda employees and students in carrying out the institution's responsibility to students with disabilities.

DSPS serves a wide range of students with varying disabilities, including those enrolled in distance learning courses, because of the comprehensive nature of the programs including the Acquired Brain Injury Program, WorkAbility III, the Learning Skills program, and the College to Career program for students with intellectual disability [REF: [DSPS 13-14 APU](#)]. Special classes are offered to prepare students for enrollment in mainstream courses or for grant funded programs leading to employment.

Student Success Learning Communities

College of Alameda student outcome data from 1992 through 2005 indicated that Latino and African-American students were not achieving in English and math (and in the college as a whole) at the same levels as their white counterparts. Disaggregation of data by age through the Equity for All project in 2004-2005 indicated that Asian students 18-24 were also not achieving at the same level. The College identified as the greatest barrier for all groups the difficulty of movement from basic skills English into college level English. Accordingly COA applied for and received \$300,000 from the Student Support Partnership Integrating Resources & Education (SSPIRE) Initiative, administered by MDRC and funded by the James Irvine Foundation. The grant funded Transformative Learning Connections, a cohort program.

The three program launchers for the Student Success Learning communities took the lessons learned from this grant to develop a program that would pair an academic class with counseling and a counseling class to develop new culturally-based learning communities that would foster diversity, student engagement and equity with intentionality. They worked closely for almost two years to design the program, recruit students, train faculty within the program, and extend the 20+ hours of culturally-based training to all interested faculty and classified staff. Moreover, faculty from all three Learning Communities attended the statewide Umoja Summer Institute for additional assistance.

College of Alameda launched the three Learning communities simultaneously in fall 2009 to increase student success in basic skills for the three largest groups in need. They are *Adelante*, a learning community with a Latino focus; *Amandla*, an Umoja learning community with an African-American focus; and *APASS* (Asian Pacific American Student Success), a learning community with an Asian Pacific American focus.

Students who are assessed into foundational English classes join a learning community with culturally-based learning strategies that best serve their needs. All students are welcome, regardless of their ethnicity, because the focus is on the culture, not the ethnicity of the students.

A unique aspect of the three learning communities (LCs) at College of Alameda is that they function as one unit. Activities are integrated, instructors' offices are in the same suite, and there is a common meeting space for student and faculty use. Each community has a counselor-coordinator, an English instructor, and a program launcher who is a full-time faculty and *volunteer* mentor for this project. All nine faculty meet regularly via e-mail or in-house meetings to discuss issues and undergo training in teaching strategies for all three cultures. Class offerings are scheduled at the same time to create joint activities or shared assignments. The goal is to combine the efforts of instruction and student services to support students, and for many students this functions as their first-year experience and fosters a sense of belonging characterized by cohort models of this type.

The LC's curriculum and instructional methodology are adapted to reflect students' unique experiences, skills, abilities, and learning styles. LC Faculty have a deepened understanding, appreciation, and sensitivity towards the enriched cultural heritage of the students. They also

maintain currency in basic skills strategies and participate in on-going in-service training provided by the Umoja program.

Students in the Learning Communities are empowered to take a leadership role in preparing cultural events for the entire college community. The faculty and students of the Learning Communities model collaborative behavior that transcends individual identity while promoting its development for the greater good of the community. The San Francisco Bay Area is a culturally diverse area, and the COA Learning Communities are a tribute to the harmonious combined efforts of student support services and instruction to create curriculum that recognizes our differences while deepening students' awareness of how much more we are alike in a way that promotes engagement, retention, and ultimately, student success.

The average retention of students for all three learning communities continues at 88%, and our pass rate is 83%. Currently in the sixth year, in addition to greater retention of students, student activism and engagement have increased.

This program upholds the college's culture of caring. Everyone cares that our students succeed -- instructors, counselors, administrators, and program launchers alike. We have a common physical space where all three counselors have private offices. The administration was actively involved and found furniture to make the common space a reality. This area is actively used by students who gather for study groups and projects and/or by the faculty who are developing plans or undergoing training.

LC instructors are acutely aware of the importance of the rapport between faculty and students. To that end, there are a number of ways that this program is effective: faculty training is on-going (over 100+ hours to date); students' book choices and topics of interest are incorporated into the class to increase student-focused learning; and communication lines are active - among English teachers, counselors, program launchers and among all nine faculty. Teachers are accessible and engaging.

The Student Success Learning Communities have garnered support and interest from within the college as well as in the community. Within the college, the Library has provided each learning community with funds to purchase books that reflect authors of color as well as topics of interest; the Alameda County One-Stop Career Center has helped LC students with resumes, job applications, and interviewing techniques; and the Associated Students of College of Alameda and clubs call upon the Learning Communities to participate in all events.

Student Activities and Student Leadership and Development

Student Activities and Student Leadership and Development, which includes the Associated Students of College of Alameda and campus clubs, is the cradle for campus life programming. The department is an information and resource center as well as the hub for student leadership, community service, and recreational and cultural programs.

Services that are provided include:

- Campus Posting Review
- Literature Distribution Guidelines
- Campus Social, Recreational, Cultural and Educational Programming

- Campus Life Calendar/Master Activities Calendar Clearance
- Campus Lost and Found
- Use and Maintenance of Student Center
- Multicultural Programming (Latino Heritage Month, Jewish Heritage Month, Black History Month, Women's History Month, Asian Pacific Islander Heritage Month, Near Eastern Heritage Month, Lesbian/Gay/Bisexual/Transgender Heritage Month)
- Support for the College's Student Government, Associated Students of College of Alameda (ASCOA)
- Campus Club Organizations, Formation, Support and Advising
- Supervision of Office of Student Activities Student Employee Support Staff
- Supervision of Campus Food Services
- Supervision of Campus Safety Aides
- Coordinate annual commencement ceremony and student awards banquet [REF: [Student Activities 13-14 APU](#)]

Transfer Program

The mission of College of Alameda's Transfer Program is to continually increase the student transfer rates from COA to four-year colleges/universities. In order to accomplish this goal, the Transfer Center's primary function to ensure that all students have access to necessary transfer information and provide programs and services needed for successful transition to the receiving institutions. An area of responsibility for the Transfer Program is to assist underrepresented, low-income, disabled, and first generation College students through outreach programs and services to increase their awareness of the opportunities and resources available to achieve student success and transfer. [[Transfer Center 13-14 APU](#)]

Veterans Affairs Program

Located near a former military base (the Naval Air Facility), College of Alameda has a long history as a veteran friendly college, whether enrolling active duty service people or veterans during the last 44 years. The Veterans Affairs Program provides assistance to veterans and to eligible dependents of veterans in their pursuit of an education and in obtaining veterans' benefits. Services include counseling, tutorial assistance, outreach, recruitment, priority services for job placement (at the One Stop Career Center), cognitive rehabilitation/education for individuals with brain injuries (at Programs and Services for Students with Disabilities) and financial assistance.

In 2010 the Student Services division pursued state and federal grants to fund increased services to veterans and establish a Veterans Resources Center. Positive factors at the College, i.e. a veteran as a President, an excellent cognitive rehabilitation/education program through Programs and Services for Students with Disabilities, a veteran friendly campus, and close connections with the community and community resources for veterans, appeared to point to our favor; The college did not receive the grants, but continued to pursue a Veterans Resource Center and make personnel changes that would support veterans.

In spring 2014 a full-time Veteran's Counselor was hired to provide regular and consistent counseling services to our Veteran's population. This individual also assists students in meeting requirements to maintain priority registration. Additionally, the full-time Veteran's

Counselor conducts workshops related to College success such as study skills, note taking, stress management, and using online learning resources like Khan Academy. The Veteran's Staff Assistant coordinates services with the Learning Resources Center and will help veterans facilitate study groups in the Veteran's Resource Center, once it opens in spring 2015. College of Alameda faculty and staff have taken the lead in the district in offering resource information fairs for all veteran students in the Peralta Colleges [REF: [Veteran's Affairs 13-14 APU](#)]

Self-Evaluation

The College meets this Standard by providing comprehensive student support programs that meet student need and are continuously evaluated.

Actionable Improvement Plans

None

IIB. 2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

Description

The College of Alameda General Catalog is published every two years, with the exception of the most recent three catalogs, which were annual publications (12-13, 13-14, and 14-15). An addendum, the College of Alameda Catalog Supplement, is a summary of additions, deactivations, and changes that have been made in curriculum and policies affecting students since the last publication of the current catalog. The catalog can be purchased at the College bookstore or accessed online at: <http://alameda.peralta.edu/College-catalog>. Outreach and Recruitment, Financial Aid, and EOPS also distribute the catalog at outreach presentations and orientation workshops. The catalog can be reviewed in the College Library, Admissions and Records, DSPS, EOPS/CARE/CalWORKs, Counseling Department, Office of the Vice President of Student Services, and the Student Activities Office.

Self-Evaluation

The college meets the Standard.

Actionable Improvement Plans

None

IIB. 2a. General Information**Description**

The College of Alameda General Catalog contains the official name, address, telephone numbers, and website address of the College. It includes the College mission statement (p. 12); a description of courses, program and degree offerings (pp. 60-188); the academic calendar and program length (pp. 7-10); an academic freedom statement (pp.206--207); and information on availability of student financial aid (pp. 32-35). The Catalog also includes information about learning resources (pp. 39-40); the names and degrees of administrators and faculty (pp. 241-245); and the names of the PCCD Board of Trustees members (p. 1). [REF: [2014-15 College Catalog](#)]

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

IIB. 2b. Requirements**Description**

Admissions and residency policies and registration procedures (p.21) can be found in the catalog as well as information on student fees and other financial obligations (pp. 22-25). Also contained is information about degree, certificates, graduation, and transfer (pp.46, 48, 49-59). [REF: [2014-15 College Catalog](#)]

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

IIB. 2c. Major Policies Affecting Students**Description**

Academic regulations can be found in the Catalog (pp.190-202), and the Non-discrimination policy is included as well (p. 206), along with information about acceptance of transfer credits (pp. 49-59); grievance and complaint procedures (pp. 214); sexual harassment (pp. 204); and refund of fees (pp. 24-25). Information about major policies affecting students can also be found in the Student Handbook and the Schedule of Classes. [REF: [2014-15 College Catalog](#)]

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

IIB. 2D. Locations or Publications Where Other Policies May Be Found**Description**

Policies may also be found in the College class schedule, department websites, and in the Student Handbook.

Self-Evaluation

The College meets this Standard

The COA General Catalog contains all general information, requirements, policies and procedures that affect students; it presents this information in a clear and concise manner. Translations in diverse languages ensure that all students are aware of specific information

necessary for student success.

The College of Alameda Catalog Committee works with the other Peralta Colleges and with the District office to ensure that policies and procedures are accurate and consistent across all colleges.

The Vice President of Student Services is responsible for the student support services section of the catalog, and the Vice President of Instruction is responsible for curriculum and instructional material. Catalog supplements are provided between catalog revisions. Current catalog is made accessible online at <http://alameda.peralta.edu/College-catalog/>.

Actionable Improvement Plans

None

IIB. 3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Description

The College of Alameda determines the support needs of student through the evaluation of data, student learning outcomes (SLOs), annual planning updates (APUs or unit plans), program review, and end-of-year reports.

Self-Evaluation

The College meets this Standard.

The support needs of students are determined through student surveys, annual program updates, program reviews, and end-of-year reports. Student Services components and department have been completing unit plans, program reviews, and student learning outcomes for over ten years. Budget priorities are determined by the Student Services Council and forwarded to the President's Council and Budget Committee.

Student Support Service units have comprehensive websites with access to department information, tutorials, forms, documents, and online counseling services. The Library provides access to the District online library collection and live online chat.

Actionable Improvement Plans

None

IIB. 3a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Description

The mission and vision of College of Alameda reinforce the need to consider and develop equitable services for all students regardless of service location or delivery method:

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals. [REF: [2014-15 College Catalog](#), p. 12]

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world. [REF: [2014-15 College Catalog](#), p. 12]

Access for distance students: The Peralta Community College District and College of Alameda provide a variety of online services for distance students. A large variety of resources are made available online through individual department websites. Prospective students can utilize CCC-Apply, a statewide community college application system used by California community colleges. Students can complete orientation and receive counseling services online. Students can access their records, enroll, and pay student fees online through the PASSPORT Student Administration online system. Students can access Admissions and Records staff, counselors, financial aid advisors, and instructional faculty via e-mail. A variety of Library resources, such as information literacy tutorials, research websites and general library handouts are available through the College website. Students can also ask the librarian reference questions via an online chat feature. College events, news, and important dates are made available on the College's online calendar.

Self-Evaluation

The College meets this Standard through a variety of programs, services and delivery methods.

Furthermore, the 2014 Community College Survey of Student Engagement [REF: [2014 Community College Survey of Student Engagement](#)] asked a specific question, item 6 and 13, regarding satisfaction with admissions, financial aid, assessment, orientation, and student services overall. Students indicate a high rate of satisfaction with student services.

Item	Variable	Responses	Count	Percent
6. Rate your overall satisfaction with the college's processes for working with new students - including the admissions process, the financial aid office, new student assessment, orientation, your first class registration experience, etc.	COLLQ3462	Excellent	109	14.6
		Good	320	43.1
		Fair	264	35.6
		Poor	50	6.7
		Total	743	100.0
13. How satisfied are you with the student services at this college?	COLLQ3521	Excellent	147	20.2
		Good	292	40.1
		Fair	255	35.0
		Poor	35	4.8
		Total	729	100.0

Actionable Improvement Plans

None

IIB. 3b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Description

College vision and mission statement and the philosophy of student development and empowerment promote personal and civic responsibility.

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

College of Alameda's emphasis on *Community Engagement* (one of the ABCs of the College vision) means we seek to embody a spirit of collegiality, actively working towards a student-centered philosophy that embodies a community of scholar practitioners committed to serving our students with professional and collegial competence. We aspire to hold one another accountable to clear Standards of success and excellence – as defined by our Institutional Learning Outcomes – utilizing a process of evaluation and assessment, leading

to improvement of College programs & services. In this we use tried and tested models of academic excellence that work! COA's Learning Communities (Adelante, APASS, Amandla, Community Leadership and Public Service) are all examples of successful programs that exemplify our commitment to students. We focus on a holistic collaborative approach to learning; one in which learning happens both in- and out- of the classroom. We recognize our frontline staff members are no less important than our administration and our faculty cannot function without either. We actively promote and support students as equal partners in shared governance through the Associated Students of College of Alameda (ASCOA) and our Campus Life Council. This one team approach, comprised of students, staff and faculty, seeks to de-emphasize distinctions between the stakeholders; we are all learners, each working towards a common goal: student success!

In line with our definition of crucial student success indicators, "Learning at College of Alameda" follows the notion that an Associate's degree from a comprehensive community college should embody, "a coherent and integrated pattern of learning experiences (to) prepare students (as) educated persons with a broad range of knowledge to evaluate and appreciate the physical environment, the culture, and the society in which they live; to be able to examine the values inherent in proposed solutions to major social problems; and to be able to participate effectively in their resolution." Title 5 emphasizes the role of education in preparing "citizens with a broad educational foundation, to develop a populace that can participate effectively in all domains of society: civically, economically, and politically."

Therefore, it is the mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals. ([College of Alameda Catalog](#) pp. 12-13)

Dialogue takes place at department, chair, Academic Senate, Curriculum Committee, Staff Development, and other College meetings and retreats. College vision statement developed as a result of College wide retreat, staff development activities and meetings.

While all facets of the College work together to promote student engagement and development, the Student Activities and Student Leadership and Development department in particular improves student persistence, retention and completion rates by offering opportunities and experiences beyond the classroom that encourage learning and student success.

- Student Activities and Student Leadership and Development is an integral part of the College's total program, supports its' goals and objectives, and receives the College's support in performing program responsibilities.
- Student Activities and Student Leadership and Development believe that the well being of the institution lies in the hands of the students.
- Our goal is to keep students engaged and connected to campus life; involvement equals success.
- Student Activities and Student Leadership and Development offers co-curricular opportunities that will help students prepare for personal and civic responsibility, as well as for the opportunity of intellectual, aesthetic, and personal development.

- Student Activities and Student Leadership and Development regard students as individuals who possess dignity, worth, and the ability to be self-directed.
- Student Activities and Student Leadership and Development is committed to fostering a positive self-image, self-worth, self-concept in students, and in doing so, helping them to become responsible, healthy adults.

[REF: [Student Activities 13-14 APU](#)]

Other college programs that provide an environment that encourages personal and civic responsibility include:

Law Pathways Initiative

College of Alameda was selected as one of 24 California Community Colleges selected to participate in the Community Colleges Pathway to Law School initiative. This program enhances opportunities and advancement in the legal profession for diverse populations, particularly those who have traditionally been underrepresented.

Men of Color

The Brotherhood Program is a learning community that addresses the achievement gap and educational equity at College of Alameda. It promotes full-time attendance, academic excellence, leadership through culturally relevant pedagogy, service learning, and social justice curriculum; making the College experiences an exciting, fulfilling, and successful experience for men of color (open to all that are interested in participating).

Student Ambassadors

Student Ambassadors are student leaders who have a 3.25 GPA or greater and demonstrated leadership abilities. The Ambassadors represent College of Alameda and the Peralta Community College District at College fairs, high school recruitment visits, community events, the commencement ceremony, and numerous other school related activities. Since 2009 when the Welcome Center opened, they have been an integral part of the success of the center in providing assistance to students. [REF: [2014-15 College Catalog](#)]

Phi Theta Kappa International Honor Society

The Phi Theta Kappa is an international community college honor society established to promote the ideals of scholarship, leadership, fellowship, and service. College of Alameda's chapter, Alpha Chi Alpha, was chartered in June 1992. Chapter members participate in campus and community projects. Membership is open to all students who have accumulated 12 semester units with a GPA of 3.5 or higher. [REF: [2014-15 College Catalog](#)]

Self-Evaluation

The College meets this Standard by providing a large variety of opportunities for students to engage in civic and personal responsibility. Institutional Learning Outcomes emphasize civic engagement and are mapped to Student Learning Outcomes. Service learning opportunities are offered in numerous classes at the college.

Furthermore, the 2014 Community College Survey of Student Engagement [REF: [2014 Community College Survey of Student Engagement](#)] asked a specific question, 20, regarding student experience. Students strongly agreed/agreed that their experience at College of Alameda increased awareness of personal values.

Item	Variable	Responses	Your College	
			Count	Percent
		Total	703	100.0
20. As a result of my experience at this college, I am more aware of what my own personal values are.	COLLQ3532	Strongly agree	263	38.9
		Agree	326	45.6
		Disagree	92	12.9
		Strongly disagree	33	4.8
		Total	714	100.0

Actionable Improvement Plans

None

IIB. 3c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Description

All fulltime and part-time counselors are evaluated in accordance with the Board policy 7210. All full time counselors are tenured through the four year tenure process required by Board policy 7210. [REF: [BP 7210: Recruitment and Hiring](#)]

Counselors attend staff development workshops and conferences throughout the year to ensure that they have the most current information regarding student transfer, career and life-planning, and academic support. Joint counselor meetings are held once a month and include general counselors as well as DSPS and EOPS counselors. New counselors are provided individual training including a counseling manual and opportunities to observe senior counselors. Regular Counseling meetings include ongoing trainings. District-wide counselor meetings are held each semester to discuss counseling procedures, policies and to conduct trainings.

College of Alameda Counseling Department has a comprehensive website that provides students with answers to frequently asked questions and access to online counseling services. [REF: [Counseling FAQ's](#)]

Self-Evaluation

The College meets this Standard.

The College of Alameda Counseling Department provides offers a wide range of professional counseling services for enrolled and prospective students. These services include:

- Educational planning for degrees, occupational certificates, and transfer to four year Colleges/universities
- Evaluation of transcripts for graduation and transfer
- Help in providing study skills
- Help with academic challenges
- Personal counseling and referral to off-campus services
- Classes and workshops including: Counseling 200A: Orientation to College, Counseling 221: Preparing for Transfer, Counseling 24: Academic Success, and Counseling 57: Career/Life Planning
- e-Counseling services for distance education/online students

The primary goal of counseling is to provide the necessary academic support services for students to succeed at the College of Alameda. The counselors are an integral part of the education process, recognizing the need of each student with whom they come into contact.

Counselors provide current and valid information, using many resources, so that the student is prepared to investigate alternatives, establish priorities, and develop an Educational Plan.

Contract FTE (minus special assignments) 2.5

(Full-time) Counselor: Student Ratio 1:2632

(Counseling 2013-14 APU)

As of fall 2013 there were four full-time general counselors (0.5 FTE Transfer Center, 0.5 Articulation, and 0.5 FTE Matriculation); two are tenured. Eight adjunct counseling faculty also provide services to students. As of spring 2014, a Veteran's Counselor and Student Success Counselor were hired bringing the most recent total of full-time general counselors to six.

Given the large population of matriculating students, and the exempt students who also receive counseling services, demand for counselors is extremely high. Counselors also serve on a variety of campus committees that are critical in promoting shared governance as well as in promoting collaboration on issues that address all students. Examples of these committees are: Academic Senate, Curriculum Committee, and Tenure Review Committees.

Counselors participate in District wide and College trainings on the use of student PASSPORT system, online counseling websites, and serving new and emerging populations.

Furthermore, the 2014 Community College Survey of Student Engagement [REF: [2014 Community College Survey of Student Engagement](#)] asked a specific question, item 8 and 9,

regarding counseling and advisement, which student highly rates the quality and benefit of these services.

8. With the assistance of academic counselors, I have set academic goals and created an educational plan for achieving them.	COLLQ3467	Strongly agree	147	20.0
		Agree	341	46.4
		Disagree	113	15.4
		Strongly disagree	32	4.4
		I have not seen an academic counselor	102	13.8
		Total	736	100.0
9. How would you rate the overall quality of academic counseling that you have received from the college?	COLLQ3505	Excellent	184	25.0
		Good	203	27.5
		Fair	217	29.6
		Poor	52	7.1
		I have not seen an academic counselor	80	10.8
		Total	736	100.0

Actionable Improvement Plans

None

IIB. 3d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Description

The Vision of College of Alameda, that we are a diverse, supportive, empowering learning community for seekers of knowledge, demonstrates the College's commitment to diversity. The College is committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world." [REF: [Mission Statement](#)]

Student Activities and Student Leadership and Development provide the basis for opportunities that create an out-of-classroom environment that:

- Augments classroom instruction by fostering unique and expanded educational, civic, social, and cultural experiences.

- Enhance and prepare students for future civic, social, cultural, and political responsibilities through community service, learning, and leadership development opportunities.
- Foster personal growth and facilitate interaction between students, faculty, and administration from varied backgrounds in diverse settings through the organization of social, civic, and cultural activities. [REF: [Student Activities APU 13-14](#)]

Activities and Student Leadership and Development Services promote student understanding and appreciation of diversity through:

- Campus Social, Recreational, Cultural and Educational Programming
- Multicultural Programming (Latino Heritage Month, Jewish Heritage Month, Black History Month, Women’s History Month, Asian Pacific Islander Heritage Month, Near Eastern Heritage Month, Lesbian/Gay/Bisexual/Transgender Heritage Month)
- Support for the College’s Student Government, Associated Students of College of Alameda (ASCOA) [REF: [Student Activities APU 13-14](#)]

SLO: Celebrate cultural backgrounds and examine the relationship of cultural experiences and educational attainment

Self-Evaluation

The College meets this Standard.

Institutional Learning Outcomes are designed to promote understanding and appreciation of diversity.

- Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civic engagement.
- Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
- Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
- Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
- Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.
[REF: [2014-15 College Catalog](#)]

The District’s non-discrimination and Sexual Harassment Policy is stated on page 204 of the COA Catalog 2014-2015. On this same page, the Peralta Community College District Discrimination Complaint Procedures is available. On page 224 of the catalog, “Sexual, Racial, and Disability Harassment and Discrimination” is defined. Given the diversity of our population—and the importance of the nondiscrimination and sexual harassment issues—the District’s policies, and the detailed explanation pertaining to complaint and grievance

procedures, are provided in Chinese, Vietnamese as well as Spanish.

Actionable Improvement Plans

None

IIB. 3e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Description

The College assesses students for placement in English, English as a Second Language (ESL) and mathematics, using instruments approved by the State Chancellor's Office. Counseling faculty use assessment test scores along with clearly defined multiple measures to determine appropriate placement of students. [REF: [AP 5050: Student Success and Support Program](#)] The multiple measures criteria includes factors such as previous educational records, grades, number of hours employed, primary language of the student, learning disabilities, life experiences, time for study, etc. The Ability to Benefit (ATB) test is provided for students who have not completed a high school degree or equivalent and who need to establish federal financial aid eligibility. [REF: [California Community Colleges Matriculation Handbook](#)]

College of Alameda uses Compass tests for English and mathematics assessments and uses the CELSA Reading and Grammar tests and a writing sample for ESL, administered by ESL faculty. The writing sample testing situation also contains a section related to speaking ability. When the faculty member explains to each individual tester the result of their written test, by speaking and listening to their responses, a recommendation is provided for placement in a speaking or conversation course.

Per the table below, provided by the State Chancellor's Office, the Compass publishers have previously received approval for the use of assessment in English, ESL and mathematics.

MIS CODE	SECOND PARTY ASSESSMENT INSTRUMENT NAME	Approval Category	Begin Date	Expiration Date
	<i>ACT COMPASS (COMPUTERIZED)</i>			
1038	ACT COMPASS READING (new item pool)	Provisional	7/1/2013	7/1/2014
1039	ACT COMPASS WRITING (new item pool)		7/1/2013	7/1/2014
1040	ACT COMPASS NUMERICAL SKILLS/PRE-ALGEBRA (new item pool)		7/1/2013	7/1/2014
1041	ACT COMPASS ALGEBRA (new item pool)		7/1/2013	7/1/2014
1087	ACT COMPASS COLLEGE ALGEBRA (new item pool)	Probationary	7/1/2013	7/1/2014

1088	ACT COMPASS TRIGONOMETRY (new item pool)	Probationary	7/1/2013	7/1/2014
1070	ACT COMPASS ESL GRAMMAR USAGE	Probationary	7/1/2001	3/1/2015
1085	ACT COMPASS ESL LISTENING	Probationary	7/1/2001	3/1/2015
1086	ACT COMPASS ESL READING	Probationary	7/1/2001	3/1/2015

The ESL writing sample validation expired July 1, 2012. Currently, the District Office of Student Services and the District Office of Institutional Research are in the process of completing the revalidation of the test, going through the State approval process by submitting the required studies and materials described in the State Chancellor's Office validation Standards. [REF: [ESL Writing Test Validation](#)]

Self Evaluation

The College meets this Standard.

All assessment instruments used to recommend placement in English, ESL and mathematics are approved by the State Chancellor's Office. The computerized tests most frequently used by the College, the ACT Compass tests, are due for a six-year revalidation renewal during the 2014-15 academic year. The publisher of the tests typically does the revalidation. Validation of the ESL writing sample is in progress. The College, in collaboration with the District Office of Institutional Research and the District Office of Student Services has a process in place to evaluate assessment instruments currently in use.

Actionable Improvement Plans

None

IIB. 3f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Description

The College adheres to the provisions of the Education Code, the Family Education Rights and Privacy Act (FERPA), and PCCD policies/administrative procedures regarding access and confidentiality of student records.

College and PCCD policies regarding student records are clearly stated in the College Catalogue. FERPA information is also published in the College Catalog and on the PCCD Admissions and Records webpage. [REF: [College Catalog 14-15](#), page 238]

PCCD Board Policies and Administrative Procedures are published online at www.peralta.edu under the Governance tab. The procedure for release of student records is detailed in Administrative Procedure 5040 “Student Records, Directory Information, and Privacy”. [REF: [AP 5040-Student Records, Directory Information, and Privacy](#)]

The procedure for retention of student records is detailed in Administrative Procedure 3310 “Records Retention and Destruction” [REF: [AP 3310-Records Retention and Destruction](#)]. Many of our current student files are stored electronically. For example the online admission application is CCCApply. The submitted applications are accessible for staff viewing via the service with XAP Corporation. Soon the PCCD will move to using the State Chancellor’s Office Open CCCApply application, a web based application.

Other current student files are stored in the District Admission and Records storage room, a large cement block room with fire doors, in downtown Oakland. The files are alphabetized by semester, campus and by instructor. These files include add and drop forms, census, attendance and grade rosters, incomplete forms and record corrections forms. Eventually these documents will be scanned and archived using our newly implemented system Electronic Content Management (ECM). External student transcripts are now being scanned and archived by PCCD staff using the ECM system which allows the units to be uploaded into PeopleSoft for staff use. The ECM System will also provide access to archived transcripts for counselors and other staff.

Back up of electronic student files occurs every night, digitally, in Peoplesoft. The Peoplesoft backup is provided by Data Protection Services (Cloud Backup). This includes the student records stored in the W drive. The student financial aid data files, which are on an IBM Mainframe, are processed on tape nightly. The tapes are picked up and stored offsite the next day by Iron Mountain, a data storage and records management company to ensure that we can restore the data in the system at any time.

Paper records are kept at the College for one semester at most, and then sent to the PCCD Office of Admissions and Records for permanent filing. All files prior to 2000 are currently stored at the private data storage organization in Livermore, California.

In accordance with PCCD Administrative Procedure 3310 Records Retention and Destruction [REF: [AP 3310-Records Retention and Destruction](#)] Class Rosters (Census, Attendance, and Grades), Add Cards, Drop Cards, Record Corrections, and Incomplete Forms are not destroyed.

The District office of Admissions and Records shreds: High School concurrent forms five years, Repeat Forms three years, Academic Renewals five years, Student Petitions/Evaluations (years prior to 2000, stored in Livermore facility), AB540 five years, Non-Resident files five years, External Transcripts five years, IGETC/GE Petitions ten years, Subpoenas (Never), and Enrollment Verifications (one year).

Students have access to their academic record via the student self-service system PASSPORT which is available from the District website at www.peralta.edu. The portal requires that the

student input their student ID number. Social security numbers are not used to access this system. Once into PASSPORT, students are able to view their class schedule, holds, financial aid information and their unofficial transcript. To access their education records at the PCCD or College office of Admissions and Records, students must provide their student ID number and a government issued picture ID.

As of the Fall 2014 term, PCCD Financial Aid Offices have transitioned from the legacy system (SAFE) to PeopleSoft. Our new PeopleSoft Financial aid module has automated many financial aid processes that previously required manual processing by staff. Although there are now streamlined and automated processes with the new system, the financial aid office is still required by the Department of Education to collect physical documents from students who were selected for verification, have a “C” comment flag, or must resolve conflicting information. These physical files are stored in a secure file room located in the campus financial aid offices. Two of the Peralta campuses have adopted scanning/document imaging of all financial aid documents and store them electronically in a shared drive. The drive is password-protected and only financial aid users with appropriate security access can view student files. The other two campuses are in the process of also moving to scanning/document imaging of student financial aid documents.

Active Records

The Financial Aid Office maintains a master record for each student receiving financial aid. All financial aid folders are retained for three years after submission of the FISAP report. Any records involved in any claim or expenditure, which has been questioned by federal audit, are retained until the question is resolved.

Inactive Records

Inactive records are kept in the College Financial Aid Office for three years following the close of the fiscal year in which they were active. After two years the folders may be moved to secure storage outside of the Financial Aid Office. The Financial Aid Office keeps inactive records for an additional three years or longer depending on current Peralta Community College District policy. After the appropriate time period records are destroyed.

Automated Program Files

The Financial Aid Office maintains all of its Financial Aid information on the SAFE and PeopleSoft System. Federal eligibility information is received electronically from the Department of Education. This information is loaded and maintained by the Information Technology Department

The Financial Aid Office, DSPS, and Health Services use a high Standard to preserve the confidentiality and security of records. Financial Aid documents are only accessible by Financial Aid staff. No information about the nature of a student’s disability or participation in the DSPS or Health programs is released to anyone without the written consent of the student. Confidential records are not integrated with other campus systems and notes kept by DSPS counselors cannot be viewed by non-DSPS counselors. Confidential health records are not integrated with other campus systems.

Self-Evaluation

The College meets this Standard by providing secure storage of documents and following FERPA.

Actionable Improvement Plans

None

IIB. 4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Description

Assessment of the Student Services Division is conducted through a variety of evaluations, including student learning outcomes and program reviews as well as unit and integrated budget plans. Student services components and departments have led the college for over ten years in assessment and planning. Student learning outcomes are mapped to the College's Institutional Learning Outcomes (ILOs).

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

List of Evidence (in alphabetical order)

[2014 Community College Survey of Student Engagement](#)
[2014-15 College Catalog](#)
[2014-15 College of Alameda \(COA\) Catalog, page 12](#)
[A&R 13-14 APU](#)
[AP 3310-Records Retention and Destruction](#)
[AP 5040-Student Records, Directory Information, and Privacy](#)
[AP 5050: Student Success and Support Program](#)
[Articulation 13-14 APU](#)
[Assessment 13-14 APU](#)
[BP 7210: Recruitment and Hiring](#)
[California Community Colleges Matriculation Handbook](#)
[Counseling 13-14 APU](#)
[Counseling FAQ's](#)
[District Distance Education](#)
[DSPS 11-12 APU](#)
[EOPS/CARE/CalWORKs 13-14 APU](#)
[ESL Writing Test Validation](#)
[Financial Aid 13-14 APU](#)
[Matriculation 13-14 APU](#)
[Mission Statement](#)
[New Student Orientation](#)
[Student Activities 13-14 APU](#)
[Student Services](#)
[Student Success Scorecard](#)
[Transfer Center 13-14 APU](#)
[Veteran's Affairs 13-14 APU](#)
[Wellness Services 13-14 APU](#)

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IIC: Library and Learning Resources

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

IIC.1. The institution supports the quality of its instructional programs by providing the library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Description

The Library and Learning Resources mission statement supports the mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

The College of Alameda Library also affirms the mission and vision of College of Alameda and the Peralta Community College District by support the college’s institutional learning outcomes especially in its stated mission and goals to:

- To provide quality services, research materials, technology, facilities, and instructional programs that support the College curricula, information literacy, and research needs
- To provide students with access to information resources that support their learning processes, teach information literacy, and satisfies their intellectual need

In light of these goals, the Library emphasizes a comprehensive learning-centered approach to programs and services that appropriately reflect our diverse campus community. Librarians and staff also strive to provide instructional opportunities that reflect this wide range of student needs from basic skills to critical thinking and information literacy competencies. This strategy directly supports the College-identified foundational skills that involve developing abilities in information competency to “solve problems and make decisions in life and work using critical thinking, quantitative reasoning, and community resources”. Students training in information competency also learn to “use technology and written and oral communication to discover, develop, and relate critical ideas in multiple

environments.” By these means, the Library helps prepare all COA faculty, staff, and students to achieve their academic, career, and life-long learning goals.

The College includes Library and LRC services and programs in overall institutional planning at the College and District levels, including issues related to funding support. Librarians and library staff assess services and collections, using learning outcomes, college surveys, and other library and lab data collection systems and software. [REF: [Library Planning Documents](#)]

The Library continues to provide excellent service to students and continuously advocates making improvements to enhance the student experience and achievement. This commitment was acknowledged in the 2009 ACCJC Team report in the following commendation:

Although the Library building is 35 years old, in many ways it seems to be a new building. It has been carefully maintained and has received numerous technology upgrades over the years. This effort has resulted in a venue that fully supports the efforts of a very dedicated faculty and staff and provides superb support for the students enrolled at the college [REF: [ACCJC Team Report 2009](#)]

Learning Resource Center (LRC)

The mission of the Learning Resources Center is to create and maintain a collaborative learning community environment, to provide centralized access to programs and services that are designed to assist students in succeeding in their academic endeavors, including the development of learning skills and attitudes for effective performance in the college environment as well as the enhancement of thinking abilities and knowledge base, and to provide instructional support to faculty in the classroom.

In furtherance of these goals, the Learning Resource Center maintains an effective, comprehensive and integrated array of programs and services providing individual needs assessment, individual and small-group peer tutoring, personalized computer-assisted tutoring, and computer-assisted supervised tutoring arrangements linked to specific courses. [REF: [LRC Annual Program Update 2013-14](#)]

With 30 individual workstations and storage cabinets, the Open Lab provides on-campus computer and printing resources for students. Open Lab student clerical assistants and tutors are available to assist students in using common software applications and the internet, accessing and using their Passport and email accounts, navigating online course management systems (particularly Moodle), and managing printing of documents..

Functions of the LRC specific to this sub-standard are to:

- Maintain a well-organized, efficient and accountable LRC to house programs and services to support student learning.
- Provide individual and small-group tutoring for all students who need assistance in order to succeed in their academic classes.
- Provide tutoring modalities specifically designed to address the needs of the under-prepared and at-risk students.

- Provide computer-assisted learning support in the Mathematics Lab, Writing Center/Basic Skills Lab, and Language Lab that addresses the specialized needs of the student populations served by each of those labs.
- Assist instructors in developing and delivering computer-assisted classroom activities to support and supplement lecture classes.

IIC.1.a.Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Description:

Library

The College Library plays a crucial role in facilitating “student learning and goal attainment by utilizing outstanding student support services, developmental education and foundation skills.” [REF: College of Alameda Institutional Action Priorities 2011-2013] The Library occupies the first floor of the L Building. Under the direction of the head librarian, the Library provides resources and services for both print (open stack) and digital/online collections. The Library provides study space and seating for approximately 200 students and four study rooms with additional seating for 28 to 30 students in groups. The Library does not own a Multimedia Collection.

The Library provides fourteen research workstations, reserved for students with disabilities and the other workstation is used as a listening-viewing workstation. of the research workstations has network/internet access to all Library resources for research, including the online catalog (shared collections of all four libraries of the Colleges in the District), online databases and recommended internet resources, and Library study guides, and policies. The Library also has wireless internet access, allowing students to bring their own laptop computers for use in the Library.

The Library has an “open classroom” adjacent to the research workstations. The area will hold a class of 30-40 students and is equipped with a portable white board, an electric roll-down screen, multimedia projector, and an instructor’s podium with a laptop computer, a set up that allows for the holding of a variety of instructional classes including one-time and multiple orientation sessions, and Library sponsored events. The Library maintains two “open” displays of print resources available that reflect the monthly or seasonal theme of the display. The displays have successfully increased readership of the circulating books. College of Alameda Library’s collection contains approximately 38,068 print titles, 29,860 eBook’s, 45 current periodicals subscriptions (including 4 newspapers), 16 electronic databases subscriptions, a virtual reference collection (110 vols.), microfilm (3,254 archived reels), one text magnifier (Optelec, Clearview 500); and one microfilm reader (Minolta, MS6000).

The subscription databases, and other online resources, support the curricular needs of students enrolled in both on-campus and distance education classes. The Library shares a

district-wide proxy server for remote access to online materials and a local proxy server for emergency backup.

The four College libraries in the Peralta District share an integrated library system (ILS), Innovative/Millennium. The ILS is robust and has several modules, including circulation and cataloging. District IT maintains the system server. The Library and LRC share a printing system (GoPrint) that provides self-service printing solutions for the Library and open computer lab.

The Library's ongoing "weeding project" serves two crucial purposes. First faculty is given the opportunity to assist librarian in the withdrawing of any materials according to their subject expertise. This process removes outdated, underused materials, making more recently acquired research and reading materials more visible and accessible. Librarians also meet with subject faculty during research for new materials for recommendations for acquisitions in their subject areas. Librarians, as members of the Curriculum Committee, routinely review new courses and programs in order to update and/or add to the collections based on new curriculum. Faculty is also contacted individually in this process to solicit individual recommendations for new materials.

Outreach to faculty for a more integrated approach to library class sessions, including multiple session for one class/instructor includes consultations with faculty in two important ways: creation of more successful Library lessons and assignments tailored for the assignment at hand; and secondly, meeting with instructors proposing new courses in order to acquire new research and reading materials that reflect new curriculum development. Since 2012 the number of instructors bringing their classes to the Library increased by 65 percent. The creation of two new collections: EZ Reading (for Basic Skills & ESL students) and Bestsellers (to encourage general reading and, as a result, greater literacy) were outcomes of this interaction with faculty.

Ongoing development of the Library's collections reflects the College's curricular (academic and vocational) needs as well as special book collections, including Textbook and Pamphlets Reserves, and a new ESL/Easy Reading collection. A new focus for collections is the development of a basic skills collection to support the College's emphasis on this level of learning. The Library works with the faculty of the Learning Communities for recommendation for appropriate reading and research materials for their students in Latino/a Studies, Asian America Studies and African American Studies.

Library staffing includes 3.0 full-time librarians and .67 FTE hourly, adjunct librarians. Library technical staff includes 4.0 full time classified Library technicians (Principal Technician, Senior Library Tech/Circulation, Senior Library Tech/Periodicals, Library Tech II/Reserves & Evening Tech, and one vacant position, Library Tech II/Technical Processing/Cataloging), for a total of 7.6 FTE library staff and faculty. [REF: [Library Annual Program Update 2013-14](#)]

The library does not have a multimedia collection or services. The College Information Technology (IT) department provides audio visual services. The IT department supports

classroom audio-visual equipment and provides audio-visual equipment carts to faculty and staff for use in rooms without dedicated equipment.

Learning Resource Center (LRC)

Relying on the expertise of faculty and learning support services professionals, in collaboration with discipline faculty and categorical programs, the Learning Resource Center (LRC) delivers comprehensive services and learning opportunities to students. The LRC works with the IT department to select all the hardware and software used in all the academic labs of the LRC. The faculty coordinator works with the LRC Coordinator and Instructional Assistant, as well as members of individual disciplines to select the software and student resources for the lab. The IT department works directly with the coordinators to determine the compatibility of the software with the computer workstations in that lab. Also, the IT department maintains all the workstations in each LRC lab.

The LRC works with the DSPS Coordinator to ensure there is an ADA-compliant workstation in each academic lab of the LRC. The coordinators work with the DSPS Coordinator to ensure all students have equal access to all the student resources offered in the lab.

The LRC have two full time classified staff shared between the LRC and assessment with a dedicated faculty coordinator. [REF: [LRC 2013-2014 APU](#)] Through their leadership the LRC maintains specific materials, equipment, and learning spaces, which include:

- Writing Center (L234): 8 computer workstations, 4 tables for individual and small group tutoring.
- Conference Room (L235): Seating to accommodate 17 people and a U-shaped conference table. Storage cabinet.
- Language Lab (L226): Space for 16 individual workstations, small conference table for group work, workshops, etc.
- Math Lab (L207): 8 individual workstations, 10 computers to for practice problems, use of math software, internet research and math, tables for individual and small group tutoring. Storage and instructor workstation..
- Tutorial Center – one large and 8 small carrels for individual and group tutoring.
- Science Annex – space for individual and small group tutoring. [REF: [LRC 2013-2014 APU](#)] This is the newest of the LRC offerings. With the transition of the science classrooms and laboratories to 860 Atlantic Avenue, the LRC worked with science faculty and staff to create a small space for limited mathematics and science tutoring in that facility.

Self Evaluation:

Library

The College meets this standard.

The collection is regularly analyzed by College librarians to track the size, age, and relevance to curricular needs of the College. Librarians use various methods including: catalog system reports, monitoring of reference desk requests and statistics, book requests from faculty and students, and participation in the Curriculum Committee review of new course outlines.

Librarians also select books using a variety of methods, including soliciting recommendation

from instructional faculty and researching professional resources such as *Choice* magazine and online and print subject bibliographies. Librarians initiated a formalized weeding project in 2007 that continues when staffing is available. As part of this project, librarians invite faculty participation in the de-selection process by reviewing materials and recommending new acquisitions.

Allocations from several sources, including local capital bond Measure A, California Prop 20 lottery funds, Basic Skills, and Instructional Equipment and Library Materials funds from the State Chancellor's Office, have provided sufficient support for Library materials. Through College budget and planning process, the Library has received additional support and a greater voice in the campus community. The Library utilizes this process to advocate for further growth to the materials budget, primarily through enhancement of base College funds. [REF: [Library Planning Documents- Funding](#)]

The Library has staffing levels comparable to similar sized community colleges. [REF: [CCC Library Staff Comparison](#)] At College of Alameda, each librarian has shared duties, and, based on their individual job descriptions, Library technicians also have regular assigned areas of responsibility but also cross-train to allow for substitutes in public access services (Circulation/Reserves), as necessary.

The Library currently provides to students and staff remote access in order to allow access to their subscription databases through a District-wide proxy system. Students are remotely authenticated using their names and student ID numbers. The Library has additional resources available on its website.

Learning Resource Center

The College meets this standard.

Actionable Improvement Plan

None

IIC.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Description

Library

College of Alameda's Library instruction program consists of the following components: Reference Desk (individual instruction); Orientations, including one-shot, and multiple instructional sessions coordinated with various levels of English and other subject classes, including the sciences. For the last two years, librarians have experimented with the "embedded" librarian model, in which a librarian collaborates with the instructor for multiple information learning classes and continues to follow and work with students for the entire semester.

Librarians first developed course and departmental student learning outcomes (SLOs) during the 2005-2006 academic year. Assessment results are kept current via Library planning documents posted on the Library website as well as in CurricUNET. Revised course outlines were discussed district-wide by librarians responsible for instruction. Discussion of how to proceed with information competency for Library Information Studies (LIS), and infused across the curriculum was informed by intensive research in library science professional literature. Formal online and campus-based courses include the transferable, online LIS85 (Introduction to Information Resources) and LIS200 (Introduction to Library Research) the latter a “brick and mortar” class focused on the needs of foundational, ESL, and other basic skills students. [REF: [Library Information Studies Learning Outcomes- Spring 2012](#)]

Librarians have met with the campus Distance Education Committee to plan for greater off campus access to Library resources. Remote access to electronic Library resources are accessed across the District by a universal log-in based on campus specifics. The College also maintains a local proxy server for remote authentication as a backup. College of Alameda librarians were very involved in the development of the new college web site. Information about Library services and instructions as well as remote access to online Library resources (article databases and reference resources) can be accessed through the Library web pages that are maintained by librarians on a continual basis.

Librarians have developed, in collaboration with basic skills and ESL instructors, specialized instructional sessions. The Library continues to play a crucial role in the college’s basic skills initiative. Basic Skill Grant funding from this initiative have funded expansion of the library’s basic skill, ESL reading and research collection, called Easy Reading. Using a combination of traditional and new methodologies, the library conducts “tours” of the library services, collections, and learning resources. Students are given a hands-on approach that includes various task-orientated activities that are especially successful for basic skills classes.

Learning Resource Center (LRC)

The LRC offers one course, LRNRE 501: Supervised Tutoring to student to provide tutorial services in all supported program areas. The course has identified student learning outcomes. [REF: [LRNRE 501 Course Outline of Record](#)]

Self Evaluation

Library

The College meets this standard.

The Library is making great progress with its instruction programs and promoting the concept of information literacy taught both by librarians and as a basic skill infused across the curriculum. Librarians continue to do outreach to classroom-based faculty to develop and expand the number of library instruction sessions. Due to the expanded evening hours, library class instruction between 4-7:50 p.m. has doubled during the 2013-14 academic year. Due to the prominent location of the reference desk in the “L” Building librarians often answer both building and campus directional questions. In part due to this location, reference desk questions, divided between simple directional, ready reference, and more complex research questions, continue to average about 5,000 students annually.

Recent assessments of student learning outcomes show satisfactory results. [REF: [Library Information Studies Learning Outcomes- Spring 2012](#)]

Learning Resource Center (LRC)

The College meets this standard.

Actionable Improvement Plan

None

IVC.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Description**Library**

Mission Statement for Library Services: As a learning-centered Library for a diverse community the Library strives to provide access to quality, current, and appropriate resources (online, digital, and print) in clean, well maintained facilities. Overarching its instructional mission and collection development program is the Library's strong service commitment to student success.

The Library is committed to providing quality services to the residents of the Peralta Community College District. In accordance with the College's mission statement, the Library faculty and staff strive to:

- Provide consistent access to equitable, high quality services, resources (print, electronic and media), equipment, and facilities in support of the College's curriculum.
- Encourage and facilitate the development of information competency skills related to independent inquiry and information retrieval to enhance student learning in all curricular areas and to promote critical thinking and life-long learning.
- Use technology to expand classroom instruction, individualize instruction, promote independent inquiry and research, and enhance the scope and quality of Library services.

During open hours, the Library offers access to study space, reserve materials, collections, circulation, instruction sessions, and reference assistance. Reference services are also offered via telephone, e-mail and an online virtual "chat" reference during Library hours. The building has wireless access and many students bring their own laptop computers to the Library in order to study and access Library resources. The Library also provides students and faculty off-campus access to the online resources through remote authentication. [REF: [Database Webpage](#)]

Library faculty are scheduled all operational hours (M-F) in order to oversee the operations of services, provide adequate student/faculty contact and instruction, attend college budget and curricular planning and shared governance committee meetings. Librarians also have a variety of assigned duties according to their job description specialties and a variety of shared duties that include both instructional and operational aspects, including cataloging and technical services, public services, reference/instruction, collection development, budget and planning, information technology services including web page development and, with assistance from the college IT Team, maintenance of computer hardware and bibliographic utilities, and other software installation and updates. Adjunct Librarians provide reference and instruction primarily for evening hours intercessions, and summers.

The Library website includes instructional materials and resources. The Library catalog and databases are available remotely via the Library website. Through the current website, students have off-campus access to the Library's homepage, via remote district-wide authentication, access to subscription databases, 24 hours per day seven days a week. Library web resources include research and subject guides tailored to our students. Also included on the website are several online tutorials leading the user through all aspects of the research process. These resources are utilized by faculty, staff, students, and tutors. [REF: [Library Webpage](#); : [Library Technology Plan 2009](#)]

Learning Resource Center (LRC)

The Learning Resources Center (LRC) occupies the second floor of the L Building. The academic labs included in the LRC are the Writing Center, Language Lab, Math Lab, Accounting Tutorial Center, Open Lab, and the Tutorial and Assessment Center.

The hours of operation for the Learning Resources Center during the spring and fall terms are:

Open Lab

Monday - Thursday, 8 am – 5:50 pm

Friday 9am – 1:50 pm

Math Lab and Writing Center

Monday - Thursday, 10 am – 5:50 pm

Friday 10am – 1:50 pm

Language Lab

Monday - Thursday, 8 am – 5:50 pm

Friday 9am – 1:50 pm

Accounting Tutorial Center

Monday - Thursday, 8 am – 5:50 pm

Friday 9am – 1:50 pm

Science Annex - This is the newest of the LRC offerings. With the removal of the science classrooms and laboratories to 860 Atlantic Avenue, the LRC worked with science faculty and staff to create a small space for limited mathematics and science tutoring in that facility.

Science Annex hours

Monday - Thursday, 8 am – 5:50 pm

Friday 9am – 1:50 pm

Students must present a current Peralta Student ID to gain access to services provided in all labs of the Learning Resources Center. Students log in and out of a software program that tracks the time they spend in the lab (SARS Track). College of Alameda logs all hours by students as positive attendance hours for the course Learning Resources 501 – Supervised Tutoring.

The LRC provide free access and assistance in accessing, the internet and World Wide Web as well as the benefits of other technological advances to students who do not have such access available to them at home and integrates learning support programs and services with all areas and efforts within the college community.

All instructors are encouraged to bring their classes to the LRC for an orientation at the beginning of each semester. The orientations are a means to familiarize the instructors and students with the scope of services available. Tutors identify courses with heavy reading and writing components at the beginning of each term, contact instructors through LRC faculty, and offer individualized, in-class presentations of targeted services and resources. Accumulated student hours from all areas of the LRC can be reported to individual instructors at the end of the semester; several faculty use LRC hours as course requirements or for extra credit.

Examples of resources are:

Writing Center and Language Lab

- Drop-in tutoring services in all levels of ESL, Spanish, Social and Behavioral Sciences, and Liberal Arts content areas (students work one-on-one with a tutor and in small groups)
- Microsoft Office Suite, internet access for research, and desktop links to websites for grammar, mechanics, and writing process information and tutorials

Open Lab

- Extended hours to 8 am at student and faculty request

Math Lab:

- Drop-in tutoring services
- Reserve/Desk copies of current textbooks
- Video lecture series for Elementary and Intermediate Algebra, Trigonometry, and Calculus
- Student Solutions Manuals for various textbooks
- Supplemental Software containing thousands of practice exercises for Arithmetic, Pre-algebra, Elementary & Intermediate Algebra, and Pre-calculus (produced and distributed by textbook publishers)
- Other math software to support geometry, statistics, calculus, and differential equations courses

Tutorial Center

- Open space available to all students for small group study

Self Evaluation**Library**

Library annual surveys, including spring 2014, show that more students are currently using the Library for group study than in 2005. In the fall 2013 survey, eighty percent (80%) of the faculty believe that the library's hours are sufficient; however, 46% students believe that Library hours are inadequate. Students are generally satisfied with Library seating; noise level, cleanliness, and computer access (strongly agree/agree ranges from 56% to 73%). These numbers are generally up from 2005 [REF: [Student Surveys Fall 2005](#); [Student Survey Spring 2008](#); [Student Survey Fall 2103](#)] Furthermore, the 2014 Community College Survey of Student Engagement [REF: [2014 Community College Survey of Student Engagement](#)] asked a specific question, item 12, regarding Library services.

12. How satisfied are you with the library services at this college?	COLLQ3516	Excellent	250	34.6
		Good	319	44.1
		Fair	133	18.4
		Poor	21	3
		Total	723	100

The Library offers extensive online instruction materials and information on its website, and students have access to Library databases 24/7. The Library offers a variety of electronic reference materials and a large electronic book collection that concentrates on the sciences and green technology. Librarians committed to improving and increasing our online presence have been leaders in the college's website development and development of new web-based instructional materials. For example, the Library has instituted an online virtual reference service. [REF: [Virtual Reference](#); [Library Database Page](#)]

The Library shares a catalog with all four Colleges in the Peralta Community College District. Unfortunately, the Library lacks the ability, due to funding and staffing, to do inter-library loans or request books from other Peralta District libraries. Students may check out materials from the other Peralta College libraries, but they must physically go to that library to get the book. It should be noted that all Colleges within the District are within a short distance from College of Alameda (Laney – 2.5 miles, Berkeley - 8 miles; Merritt - 15 miles). [REF: [Library Catalog](#)]

Learning Resource Center (LRC)

The College meets this standard.

The LRC is exploring with the Library and Information Technology (IT) a new way of delivering Learning Resources materials electronically to help eliminate the restraints of our location (i.e. students will be able to access learning resources outside normal operating hours.). The LRC already has a number of textbooks on reserve in the Library. These are made available to students outside of the academic lab hours. The LRC website contains

basic information on hours of operation, courses offered through each lab, and faculty and staff contacts.

The College actively surveys students for continuous improvement. The 2014 Community College Survey of Student Engagement [REF: [2014 Community College Survey of Student Engagement](#)] asked targeted questions, items 10, 11, and 13.1, regarding tutorial services and the open computer lab. Below is a sample of the data:

10. How often do you use the academic support services such as tutoring or academic assistance, at the college?	COLLQ3511	Very often	80	10.9
		Often	113	15.4
		Sometimes	178	24.4
		Seldom	153	20.8
		Never	208	28.4
		Total	732	100
11. How satisfied are you with the instructional support available to you when you need help with a specific course?	COLLQ3514	Excellent	147	20.2
		Good	333	45.8
		Fair	189	26
		Poor	58	8
		Total	726	100

Actionable Improvement Plan

None

IIC.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Description

Library

The Library, located on the first floor of a multi-use building maintains security with a state of the art, ADA-accessible 3M security detection system to safeguard the collection at the main entrance to the L Building. Magnetic security strips (3M tattle-tape) protects all Library print/non-print media. In addition, emergency exits are alarmed. The L Building has a security camera maintained by District security control, where the Alameda County Sheriff's Office is housed.

The Library maintains control of the collection through the use of a circulation module in its integrated library system, Millennium. The Library is able to update its current student borrowers on a daily basis using a connection with the District server. With the migration to a new system in 2011, the Library implemented an inventory control system that allows staff to confirm holdings using portable barcode scanners. Librarians conduct systematic weeding of library materials by focusing on discrete areas of the collection (e.g. call number ranges or special collections). As materials are weeded, librarians identify replacement titles, when needed. [REF: [Library Technology Plan 2009](#)]

Self Evaluation

Library

The College meets this standard. The Alameda County Sheriff's department, through a contract with the PCCD, provides security to the Library in the event of incidents. Security of books is managed using a materials security system.

The L Building, in which the Library is the primary service, is a facility that shares space with several other student services. Multiple uses of this facility have caused difficulties in security, staffing, noise levels, and patron traffic. In the informal 2014 survey about 55% of students believe that the Library provides quiet and good spaces to study and read. Use of group study rooms and increased use of our Extra Quiet Study room for individuals has contributed to this continued satisfaction.

Actionable Improvement Plan

None

IIC.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the intended purpose, are easily accessible, and utilized. ...evaluated on a regular basis ... institution takes responsibility for and assures reliability of all service provided directly or through contractual arrangement.

Description

Library

The Library relies on outside consortia and vendors to support and supplement collections and services. The integrated library system (ILS) by Innovative Interfaces Millennium system is purchased and maintained at the District level. Consortia memberships are maintained where such membership provide cost-savings and other benefits to students; for example, the participation in the Community College Library Consortium (CCLC) provides substantial group buying discounts for digital resources.

The following formal agreements exist and are on file in the Library office:

- Contracts with the bibliographic utility and Interlibrary loan provider, OCLC

- CCLC Contracts for digital resources
- Copy/Printing, GoPrint and annual maintenance agreements
- Photocopiers maintenance provided by Pinnacle Vend Systems
- Virtual reference, “Chat with a Librarian” subscription from LibraryH3lp: Non-profit & Library Virtual Reference Software
- The following formal agreements exist and are on file in the District office:
- Maintenance contracts with the integrated library system vendor, Innovative Interfaces (III)

Self Evaluation

The College meets this standard.

Actionable Improvement Plan

None

IIC.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Description

Library

The Library gathers and evaluates its programs and services based on information gathered from a variety of assessment methods, such as circulation statistics, reference statistics, collection statistics, reference statistics, instruction statistics, student surveys, and faculty surveys. The librarians also utilize qualitative research, such as conversations with faculty regarding instruction, library assignments, library collections and library services. In addition, librarians initiate conversations with students regarding their assignments, classes, college experience, library resources, library hours, and need for quiet study space.

Formal assessment of Library services and instruction is ongoing in CurricUNET (for course outline updates) and TaskStream. The results of the assessments are shared once a semester at librarian meetings and also presented to the public via a library newsletter and posted on the library website. [REF: [Library Newsletters](#)] The outcomes for the LIS85 course are assessed each semester that includes an online student evaluation of the course. The results of this assessment are analyzed and shared at the librarians meeting, and a summary of results is posted on the Library website. [REF: [Library Information Studies Learning Outcomes- Spring 2012](#)]

The Library has also developed a mission statement referred to above and service learning outcomes that are used for assessment. The data is collected in Library reports as well as in

TaskStream. [REF: [Library Service Outcomes](#); [Library Collection Outcomes](#); [Library Technology Outcomes](#)] Our service SLOs are:

- Students will be able to demonstrate and communicate their service-related information needs using appropriate self-advocacy skills with librarians and staff.
- Students will be able to complete the circulation/check-out process and procedure from appropriate service desks.
- Students will demonstrate social responsibility by proper behavior, use of library equipment, and library policies.
- Students will be able to demonstrate ability to access online and remotely accessible resources

The Library is continually analyzing assessment data and incorporates resulting analysis into its annual unit plan, program review, and budget and planning proposal documents. Below is a sample of the data collected as part of planning and decision making processes.

Academic Year ACTIVITY	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Gate Count	Su11 335,706 Fa11 11 487,578 Sp12 626,558 TOTAL: 314,112	Su10 160,445 Fa10 150,789(n) Sp11 312,446 TOTAL: 344,224	Su09 772,266 Fa09 955,320 Sp10 132,459 (1.) TOTAL: 358,867	Su08 346,981 Fa08 552,406 Sp09 728,912 TOTAL: 382,812	Su07 NotAvai Fa07 178,314 Sp08 346,100 TOTAL: 346, 100
FA/SP Hours Open per Week	52	52	Fall 54 Spring 52	56	62
Transactions – Circulating	3,984	4,245	3,879	3,008	3,068
Transactions – Reserve	24,458	36,024	36,160	24,360	22,172
In House Usage	5,810	4,735	4,112	3,806	NA
TOTAL CIRCULATION	34,392	45,004	44,151	31,174	25,240
Orientations &	2011-12	2010-11	2009-10		2007-08

LIS500 Workshops				2008-09	
No. of Orientations	45	49	59	78	62
Orientations: Students Attended	1258	1460	1689/28	1442/18	1466/ 22
REFERENCE DESK	4274	4879	5342	5701	5843
SUMMER INSTRUCTION	2012	2011	2010	2009	2008
No. of Orientations	8	Not Funded	6	7	7
Orientations: Students Attended	273	Not Funded	226	300	232

This data is collected and analyze by librarians and Library classified professionals from software and the District-wide bibliographic utility (Millennium) as well as local surveys. The Library participates in the college's program planning processes. [REF: [Library Statistics- Services](#); [Library Statistics- Collection](#); [Library Statistics- Staffing](#); [Library Statistics- Reference](#); [Library Statistics- Circulation](#)]

Learning Resource Center (LRC)

The LRC evaluates its services and courses to meet student learning needs and based on results continually refines and improves its services. These are embodied by providing personalized services designed to accurately discover and serve the needs of individual students; individual and small-group tutoring for all students who need assistance in order to succeed in their academic class; and tutoring modalities specifically designed to address the needs of the under-prepared and at-risk students.

All instructors are encouraged to bring their classes to the LRC for an orientation at the beginning of each semester. The orientations are a means to familiarize the instructors and students with the scope of services available. Tutors identify courses with heavy reading and writing components at the beginning of each term, contact instructors through LRC faculty, and offer individualized, in-class presentations of targeted services and resources.

The LRC serves 1-26% (by headcount) per term of the total college population

Term	Student Headcount	LRC Headcount	
Fall 2008	6819	122	2%
Spring 2009	6898	99	1%
Summer 2009	4166	467	9%
Fall 2009	7985	1509	19%
Spring 2010	7450	1955	26%
Summer 2010	3520	473	13%
Fall 2010	7242	1904	25%
Spring 2011	7264	1758	24%
Summer 2011	3651	405	11%
Fall 2011	6926	1622	23%
Spring 2012	6606	1509	23%
Summer 2012	3730	287	8%
Fall 2012	6302	1525	24%
Spring 2013	7269	1355	19%
Summer 2013	3307	398	12%
Fall 2013	6413	1464	23%

Source: BI Tool (report run 9/29/14)

Writing Center and Language Lab

The 2012-13 SLO assessment data shows that slightly less than half of the students using these combined labs return three or more times during the term.

Term	Total Headcount	3 or More Visits	
Spring 2013	301	138	46%
Summer 2013	42	19	45%
Fall 2013	402	152	38%
Totals	745	309	41%

(Data source: SARS TRACK, evaluation from fall 2013 LRC APU)

The LRC relies on student usage reports (SARS Track) to determine appropriate staffing for each lab of the LRC. Average retention and persistence rates of COA students are often used by the college to evaluate the effectiveness of our programs and to set goals for improvement.

Instructors who link their classes to the LRC often retrieve LRC usage reports and link usage of the labs to their student success students. However, this data is collected and analyzed on an individual basis by faculty. Results are not shared with the rest of the college or LRC staff.

Self Evaluation

Library

The Library is actively engaged in improving services and programs based on the assessment of student learning outcomes. The Library has gathered a large amount of qualitative and quantitative data that it uses to assesses needed improvements. The library uses circulation, collection, and reference statistics to select and purchase new library materials. Library uses instruction statistics, persistence and retention studies and SLO assessments to make changes to instructional content and delivery methods and to seek funds for expansion of instruction programs. Results from faculty and student surveys are utilized in setting library priorities. Information gathered from conversations with faculty and students is used to select new library materials, make changes to instruction, and set library priorities.

Learning Resource Center (LRC)

The LRC is actively engaged in improving services and programs based on the assessment of student learning outcomes. Comprehensive assessment results were reviewed in the 12-13 academic years. The tables below illustrate the findings:

Fall

ALAMEDA		LRNRE:501				
TERM	CATL DESCR	SECT	CENSUS	FTES TOTL	FTEF TOTL	PROD
Fall-12	SUPERVISED TUTORING	5	1525	0	0.19	0
Fall-11	SUPERVISED TUTORING	6	1622	0	1.01	0
Fall-10	SUPERVISED TUTORING	4	1904	0	0.33	0
Fall-09	SUPERVISED TUTORING	8	1538	0	2.17	0
Fall-08	SUPERVISED TUTORING	8	122	3.19	2.14	1.49
Fall-07	SUPERVISED TUTORING	4	2161	34.14	3	11.37
Fall-06	SUPERVISED TUTORING	4	2262	39.58	2.44	16.2
Fall-05	SUPERVISED TUTORING	9	2303	30.64	0.06	505.63

Spring

ALAMEDA		LRNRE:501				
TERM	CATL DESCR	SECT	CENSUS	FTEs TOTL	FTEF TOTL	PROD
Spring-13	SUPERVISED TUTORING	6	1355	0	0.25	0
Spring-12	SUPERVISED TUTORING	5	1509	0	0.45	0
Spring-11	SUPERVISED TUTORING	4	1758	0	0.81	0
Spring-10	SUPERVISED TUTORING	3	1955	0	1.35	0
Spring-09	SUPERVISED TUTORING	8	101	1.43	3	0.48
Spring-08	SUPERVISED TUTORING	7	2449	32.51	3.04	10.69
Spring-07	SUPERVISED TUTORING	9	1913	45.81	2.89	15.87
Spring-06	SUPERVISED TUTORING	8	2181	34.46	0.17	198.15
Spring-05	SUPERVISED TUTORING	7	1783	26.7	0.33	80.28

Data from the sign-in software (SARS Trak) is pulled to access student use and persistence in using tutoring services. Below is sample of the data utilized for program planning:

Spring 13:

Math Lab: 51% of students visited 3 times or more (143 of 277)

Writing Lab: 46% of students visited 3 times or more (138 of 301)

Open Lab: 2% of students visited 3 times or more (18 of 1060)

Summer 13:

Math Lab: 57% of students visited 3 times or more (59 of 103)

Writing Lab: 45% of students visited 3 times or more (19 of 42)

Open Lab: .03% of students visited 3 times or more (1 of 252)

Fall 13:

Math Lab: 48.6% of students visited 3 times or more (197 of 405)

Writing Lab: 38% of students visited 3 times or more (152 of 402)

Open Lab: .25% of students visited 3 times or more (3 of 1399)

Semester	% Registered by Census	% Registered by Attendance Verification	% Registered During Finals
Fall 2013	45%	92%	2%
Spring 2013	47%	99.5%	0%

(Data source: LRNRE 510 class roster).

Actionable Improvement Plan

None

List of Evidence (in alphabetical order)

[2014 Community College Survey of Student Engagement](#)
[ACCJC Team Report 2009- Commendations](#)
[CCC Library Staff Comparison](#)
[College Mission Statement](#)
[College Planning Documents](#)
[Faculty Library Survey Fall 2007](#)
[Information Literacy Tutorials](#)
[Institutional Learning Outcomes 20113](#)
[Learning Resource Center Annual Program Update \(2013-2014\)](#)
[Learning Resource Center Program Reviews \(2012\)](#)
[Learning Resource Center Webpage](#)
[Learning Resources Center Unit Plan Fall 2008](#)
[Library Annual Program Update \(2013-2014\), \(2011-2012\), \(2010-2011\)](#)
[Library Catalog](#)
[Library Collection Outcomes](#)
[Library Database Page](#)
[Library Information Studies Learning Outcomes- Spring 2012](#)
[Library Instructional SLO Assessments 2007](#)
[Library Planning Documents – Library Homepage, Handouts & Style Guides,](#)
[Library Program Review](#)
[Library Program Review, 2012](#)
[Library Program Reviews \(12-complete\), \(12chart\)](#)
[Library Service Outcomes](#)
[Library Statistical Report 2006-07](#)
[Library Statistics- Circulation](#)
[Library Statistics- Collection](#)
[Library Statistics- Reference](#)
[Library Statistics- Services](#)
[Library Statistics- Staffing](#)
[Library Technology Outcomes](#)
[Library Technology Plan 2009](#)
[Library Webpage](#)
[LRNRE 501 Course Outline of Record](#)
[Online Library Planning Documents](#)
[Student Surveys Fall 2005](#)
[Student Survey Spring 2008](#)
[Student Survey Fall 2013](#)
[Special library studies 2006, 2007](#)
[The COA Library & Online Library Book Club is on Facebook](#)
[Virtual Reference](#)