

The CTE Program Review Report

1. College: Alameda

Discipline, Department or Program: CIS (Computer Information Systems)

Date: December 1, 2015

Members of the Comprehensive Instructional Program Review Team:

1. Manny Uy
2. Anthony Villeagas
3. Walter Robinson
4. Rochelle Olive

Members of the Validation Team:

1. IEC (Institutional Effectiveness Committee)

2. Narrative Description of the Discipline, Department or Program:

The CIS program at College of Alameda prepares students for entry-level business opportunities requiring the use of computer applications, such as word processing, spreadsheet, database management, and geographical information systems (GIS) programs. Our CIS program also prepares students for transfer to a university. Advanced students take help desk, networking, and web publishing courses.

Planned Program:

Planned programs/certificates are: Cisco Academy for Veterans, AA-Degree in Desktop Support Technician, certificates in gaming, creating apps and cyber-security.

The Computer Information Systems (CIS) Certificate of Achievement/AA Program needs a major overhaul to be more relevant to the current student population and to be consistent with the present day job market.

Some of the courses listed in the curriculum section cover subject matter that is also covered in other courses. For example CIS 001 Introduction to Computer Information Systems addresses the subject matter in CIS 223A, 233B, 223C and 223D. The CIS 001 course could be configured to address Weekend Computer College courses in addition to remaining in its current format.

The programming courses need to be reviewed based on current job opportunities. For example, the demand for geographical information systems has been substantially reduced. C programming has decreased substantially as this language has been replaced by newer ones.

New courses that are relevant to current and growing areas of job opportunity need to be developed and introduced. For example, computer security, virus and malware detection are growing rapidly and would be prime areas for curriculum development.

Replacement and additional full time faculty with the skills, experience and energy to teach need to be hired. Currently, there is an overreliance on adjunct instructors which limits the opportunity to develop and maintain robust courses and programs.

3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

Course No.	Course Name	Status	CC Approval Date	Courses to Update	Courses to Deactivate
CIS 001	Introduction to Computer Information Systems	Active	4/15/2013		
CIS 004	Introduction to Geographical Information Systems	Active	4/8/2014		
CIS 005	Introduction to Computer Science	Active	10/7/2014	Xxx	
CIS 006	Introduction to Computer Programming	Active		Xxx	
CIS 023	C# Programming	Active			Xxx
CIS 025	Object Oriented Programming Using C++	Active			Xxx
CIS 026	C Programming	Active			xxx
CIS 040	Database Management	Active		Xxx	
CIS 042	Spreadsheet Applications	Active		Xxx	
CIS 097A	Oracle SQL and PL/SQL	Active		Xxx	
CIS 200	Computer Concepts and Applications	Active			Xxx
CIS 201	Introduction to Computer Hardware	Active	3/17/2015		
CIS 205	Computer Literacy	Active		Xxx	
CIS 209	Introduction to Windows	Active			Xxx
CIS 223A	Introduction to Word	Active			
CIS 223B	Introduction to Excel	Active		Xxx	
CIS 223C	Introduction to Access	Active		Xxx	
CIS 223D	Introduction to PowerPoint	Active		Xxx	
CIS 224	Introduction to the Internet	Active		Xxx	
CIS 226A	Desktop Support Technician I	Active	3/17/2015		
CIS 226B	Desktop Support Technician II	Active	11/4/2014		
CIS 234A	World Wide Web Publishing I	Active		Xxx	
CIS 234B	World Wide Web Publishing II	Active		Xxx	
CIS 238A	Word Processing I	Active		Xxx	
CIS 238B	Word Processing II	Active		Xxx	
CIS 239	Help Desk Tools and Techniques	Active			

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

Timeline for programs and courses updates are currently under peer discussion.

- Please list your degrees and/or certificates.
 - *Available Degrees: AA Computer Information Systems*
 - *COA (Certificate of Achievement) in Computer Information Systems*
 - *COP (Certificates of Proficiency):*
 - *Desktop Support Technician*
 - *Web Publishing*
- Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? *Yes*

4. Assessment:

Please answer the following questions and attach the TaskStream “At a Glance” report for your discipline, department, or program for the past three years. Please review the “At a Glance” reports and answer the following questions.

Questions:

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled?
 - *Learning outcomes are included in the syllabus for each course. Syllabi are distributed to students at the beginning of each course. Copies of syllabi are retained by the Division Dean.*
- Where are your discipline, department or program course and program SLOs published?
 - *Learning outcomes are included in the syllabus for each course. Syllabi are distributed to students at the beginning of each course. Copies of syllabi are retained by the Division Dean.*
- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results.

Improvement 1. *Giving the students an orientation to the requirements of the course during the first meeting enables the students to gain a perspective on the course and enhances their chances of success in the class.*

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the “Assessment Findings and Action Plan” section for each example.

Plan 1. *Information forthcoming.*

Plan 2.

Plan 3.

Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

- Describe assessment results for courses with multiple sections. Are there similar results in each section?
- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).
- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the “Goal Alignment Summary” from TaskStream.

5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

Giving the students an orientation to the requirements of the course during the first meeting enables the students to gain a perspective on the course and enhances their chances of success in the class. Periodic monitoring of the students' progress with feedback.

- How has new technology been used by the discipline, department or program to improve student learning?

The use of audio-visual devices in smart classrooms and the learning management system Moodle help to motivate student interest and captivate their attention in the learning process.

- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

Periodic review of course contents, their effective presentation to students, and the requirement of face-to-face or proctored exams in hybrid and distance education courses help maintain the integrity and consistency of academic standards.

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

Distance Education classes are ensured to have the same level of rigor as the corresponding face-to-face classes through the use of the Learning Management System Moodle that enables instructors to review and track student work and provide timely feedback to students.

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:
 - Overall enrollment trends in the past three years

Campus Alameda
Subject CIS

	Term									
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2014 Fall	2015 Spring
Headcount	243	316	486	145	359	314	157	400	400	347

- An explanation of student demand (or lack thereof) for specific courses.
 1. Courses required for Degrees or Certificates (higher demand)
 2. Evening Classes
 3. Online Classes
- Productivity for the discipline, department, or program compared to the college productivity rate.

CAMPUS Alameda
SUBJECT CIS

	Term									
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2014 FALL	2015 SPRING
Productivity	17.00	20.52	17.77	13.61	16.92	18.05	13.40	17.14	17.14	18.47

College productivity rate _____

- Salient factors, if known, affecting the enrollment and productivity trends you mention above.

- Are courses scheduled in a manner that meets student needs and demands? How do you know?
- Recommendations and priorities.

6. Student Success:

- Describe course completion rates (*% of students that earned a grade “C” or better or “Credit”*) in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

College course completion standard _____

CAMPUS	Alameda
SUBJECT	CIS

Success%	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
1	56.59%	66.30%	57.39%	61.43%	68.50%	70.69%	69.84%	71.04%	69.87%
5	40.00%	21.21%	59.15%	66.67%	24.14%	60.53%	70.97%	32.35%	48.48%
40	NA	NA	56.52%	NA	NA	50.00%	45.83%	47.06%	45.45%
42	NA	65.71%	37.14%	NA	50.00%	30.77%	NA	54.84%	72.22%
201	NA	NA	53.13%	NA	NA	NA	NA	60.71%	NA
205	72.00%	54.72%	89.01%	82.14%	47.27%	NA	90.48%	58.97%	NA
239	NA	NA	85.00%	NA	NA	NA	88.89%	NA	NA
223A	80.95%	NA	NA	NA	NA	NA	NA	NA	NA
226A	NA	NA	NA	NA	80.00%	NA	NA	NA	NA
226B	NA	NA	NA	NA	NA	78.95%	NA	NA	NA
234A	NA	NA	70.37%	NA	NA	NA	NA	61.76%	34.78%
234B	NA	NA	NA	NA	45.00%	NA	NA	NA	NA
234D	32.14%	NA	NA	45.45%	NA	NA	NA	NA	20.59%
234E	NA	NA	NA	NA	NA	NA	NA	100.00%	NA

Discussion:

At the time of writing this report, the completion rates for CIS001 Intro to Computer Information Systems represent the combined rate for the on-campus and the online rates of completion. The combined rate for CIS001 is 69.87% and exceeds the College course completion standard of 66.7%. The 2016 Program Review hopefully will have ready access to the separate completion rates for on-campus and online.

The completion rate for the online CIS005 Intro to Computer Science from Spring 2015 is lower than the College course completion standard of 66.7%. It is expected that the completion rate will increase for Fall 2015 through enhanced presentation of programming examples.

- Describe course completion rates in the department for **Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

College course completion standard _____

CAMPUS	Alameda
SUBJECT	CIS
CATALOG_NBR	(All)

Success	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
CIS 1 - INTRO TO CIS	56.59%	66.30%	57.39%	61.43%	68.50%	70.69%	69.84%	71.04%	69.87%
CIS 201 - INTRO COMP HARDWARE	NA	NA	53.13%	NA	NA	NA	NA	60.71%	NA
CIS 205 - COMPUTER LITERACY	72.00%	54.72%	89.01%	82.14%	47.27%	NA	90.48%	58.97%	NA
CIS 223A - INTRODUCTION TO WORD	80.95%	NA							
CIS 226A - DESKTOP SUPPORT I	NA	NA	NA	NA	80.00%	NA	NA	NA	NA
CIS 226B - DESKTOP SUPPORT II	NA	NA	NA	NA	NA	78.95%	NA	NA	NA
CIS 234A - WWW PUBLISHING I	NA	NA	70.37%	NA	NA	NA	NA	61.76%	34.78%
CIS 234B - WWW PUBLISHING II	NA	NA	NA	NA	45.00%	NA	NA	NA	NA
CIS 234D - WEB AUTHORING	32.14%	NA	NA	45.45%	NA	NA	NA	NA	20.59%
CIS 234E - E-COMMERCE WEB SITE	NA	#####	NA						
CIS 239 - HELP-DESK TOOLS/TECH	NA	NA	85.00%	NA	NA	NA	88.89%	NA	NA
CIS 40 - DATABASE MANAGEMENT	NA	NA	56.52%	NA	NA	50.00%	45.83%	47.06%	45.45%
CIS 42 - SPREADSHEET APPLICATIONS	NA	65.71%	37.14%	NA	50.00%	30.77%	NA	54.84%	72.22%
CIS 5 - INTRO COMPUTER SCI	40.00%	21.21%	59.15%	66.67%	24.14%	60.53%	70.97%	32.35%	48.48%
Grand Total	55.36%	59.34%	63.14%	62.33%	59.72%	67.30%	70.27%	65.03%	60.34%

Discussion: *Student enrollment increased noticeably when online/hybrid versions and late start classes were offered.*

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? *Yes*
- How does the discipline, department or program deal with this situation?
CIS001 is the only course that has some face-to-face sections and some that are online. However, the data only showed a combined completion rate. Hopefully in the next program review, separate completion rates for face-to-face and online sections will be available.
CIS001 and CIS042 were offered only as online and hybrid sections, respectively. So no comparison with face-to-face sections was possible.

Distance Education classes, both online and hybrid, has proven effective for those students who are matured, self-motivated, and academically prepared for the courses they take. Students who are immature, or not self-motivated, or not qualified academically will have problems successfully completing online or hybrid classes.

Support/incentives for instructors to obtain certificates in online instruction; FLC (Faculty Learning Community) for online instruction within the discipline?

- Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a “W” in a course or series of courses). for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

College retention standard _____

CAMPUS	Alameda
SUBJECT	CIS

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	72.10%	82.95%	78.45%	71.92%	79.44%	77.36%	79.73%	79.49%	80.45%

CAMPUS	Alameda
SUBJECT	CIS
CATALOG_NBR	(All)

Retention	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Course									
CIS 1 - INTRO TO CIS	69.77%	85.87%	79.13%	72.86%	81.00%	79.74%	85.71%	85.97%	88.70%
CIS 201 - INTRO COMP HARDWARE	NA	NA	59.38%	NA	NA	NA	NA	85.71%	NA
CIS 205 - COMPUTER LITERACY	92.00%	79.25%	96.70%	92.86%	80.00%	NA	100.00%	87.18%	NA
CIS 223A - INTRODUCTION TO WORD	80.95%	NA							
CIS 226A - DESKTOP SUPPORT I	NA	NA	NA	NA	88.00%	NA	NA	NA	NA
CIS 226B - DESKTOP SUPPORT II	NA	NA	NA	NA	NA	89.47%	NA	NA	NA
CIS 234A - WWW PUBLISHING I	NA	NA	81.48%	NA	NA	NA	NA	64.71%	52.17%
CIS 234B - WWW PUBLISHING II	NA	NA	NA	NA	100.00%	NA	NA	NA	NA
CIS 234D - WEB AUTHORING	75.00%	NA	NA	48.48%	NA	NA	NA	NA	47.06%
CIS 234E - E-COMMERCE WEB SITE	NA	100.00%	NA						
CIS 239 - HELP-DESK TOOLS/TECH	NA	NA	95.00%	NA	NA	NA	100.00%	NA	NA
CIS 40 - DATABASE MANAGEMENT	NA	NA	56.52%	NA	NA	68.75%	50.00%	47.06%	45.45%
CIS 42 - SPREADSHEET APPLICATIONS	NA	85.71%	80.00%	NA	84.62%	46.15%	NA	67.74%	83.33%
CIS 5 - INTRO COMPUTER SCI	56.67%	69.70%	61.97%	80.00%	41.38%	71.05%	70.97%	50.00%	84.85%
Grand Total	72.10%	82.95%	78.45%	71.92%	79.44%	77.36%	79.73%	79.49%	80.45%

Discussion:

- What has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

Peer discussion forthcoming.

- What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

Peer discussion forthcoming.

7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Full-time faculty headcount ____3

Part-time faculty headcount ____5

Total FTEF faculty for the discipline, department, or program _____

Full-time/part-time faculty ratio _____60%

Classified staff headcount ____NA_____

- Describe your current utilization of facilities and equipment.
Computer labs with new desktop computers are fully utilized by all computer/computer related classes. Labs are being used to train faculty on various software applications.
- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

Replacement and additional full time faculty with the skills, experience and energy to teach need to be hired. Currently, there is an overreliance on adjunct instructors which limits the opportunity to develop and maintain robust courses and programs.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.
- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

- Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.
-

8. Community, Institutional, and Professional Engagement and Partnerships:

Part A.

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

1. *Academic Senate*
2. *Technology Committee*

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Currently adjunct faculty is collaborating with various mini grants to develop courses for gaming and apps. Adjunct faculty is collaborating with local high schools to teach CIS 1 to high school students on their campus.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making. *Adjunct faculty are 100% involved in the following activities:*

1. *Common Assessment (CIS 1)*
2. *Department/Division Meeting*
3. *Faculty Learning Community*

Part B.

- What are the job placement rates for your discipline/department/program for the past three years?

Minimum

- What are the projected job openings in your discipline for the next three years?

With the development of new courses and substantial upgrades to existing courses, projected job offerings are good.

- How is the discipline/department program responding with regard to labor market demand?

Peer discussion forthcoming.

- Do you have an advisory board in place? Has it met regularly? Please provide a list of your advisory board members and attach agendas and meeting minutes from the past year.

Currently being revised/updated.

- Please describe the number of activities and recommendations resulting from advisory committee meetings that have occurred in the past three years. What information was presented that required changes to be made to your program?

- Does your program require state or national licensing? Please explain. What is your licensing status? *No*

- Do your students participate in third party certifications? What are their success rates (include the # of students, # of certifications, etc.). *No*

- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program's work with the Deputy Sector Navigator.

- In which ways is your discipline/department/program collaborating with other community colleges in the region? What similar programs exist in the surrounding area or nearby colleges?

- Is your discipline/department/program currently participating in any grants? Please list and briefly describe the grant name, granting agency and the goals of the grant as it relates to your discipline/department/program.

Grant Name	Granting Agency	Grant Goals
Perkins Grant		Improve student success
CTE Enhancement 40% - NetLab	California Community College Chancellors Office	To improve CIS Curriculum with the use of a variety of software programs which are available remotely to

		instructors and students.
CTE Enhancement 40% - Mobile Apps	California Community College Chancellors Office	Development of an introduction to Mobile Apps Courses – Android and IOS.
PASS	Peralta Community College District	Development of a Data Analytics Certificate consisting of 3 new courses.

9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

Faculty training in the current industry-related software application is needed to update the CIS program and courses. Instruction methods and cultural sensitivity training is needed for full-time and adjunct faculty.

10. Disciple, Department or Program Goals and Activities:

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).
 - Course Updates
 - Course Reactivation
 - Course Development
 - Program Development
- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

Goal 1. Curriculum: To be discussed.

Activities and Rationale: To be discussed.

Goal 2. Assessment: To be discussed.

Activities and Rationale: To be discussed.

Goal 3. Instruction: To be discussed.

Activities and Rationale: To be discussed.

Goal 4. Student Success: To be discussed.

Activities and Rationale: To be discussed.

Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships: To be discussed.

Activities and Rationale: To be discussed.

-
- Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

CTE Program Review Prioritized Resource Requests Summary

College: Alameda

Discipline, Department or Program: **Computer Information Systems**

Contact Person: Rochelle Olive, Manny Uy, Anthony Villegas, Bob Grill

Date: November 30, 2015

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources: Faculty	2-Full Time Faculty 3 Part-Time Faculty	1		2--Planned Programs	1,2
Human Resources: Classified					
Human Resources: Student Workers	4	2		2—Planned Programs	1,2
Technology	Current Application Software	5		2—Planned Programs	1,2
Equipment	Lap Top Computers	6		2—Planned Programs	1,2
Supplies	Copy Paper, toner, marking pens	4		2—Planned Programs	1,2
Facilities	New dedicated lab	7		2—Planned	1,2

				Programs	
Professional Development	CPE (Continue Professional Education)	3		2—Planned Programs	3
Other (specify)					

Appendix B

PCCD Program Review Alignment of Goals Template

College: Alameda

Discipline, Department or Program: Computer Information Systems

Contact Person: Rochelle Olive, Mann Uy, Anthony Villegas, Bob Grill

Date: November 30, 2015

Discipline, Department or Program Goal	Institutional Learning Outcomes	PCCD-College Goal and Institutional Objective
1. Establish a Business Program Student Learning Community and/or Student Led Business Organization		A. Advance Student Access, Equity, and Success – A.3. Student Success Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.
2. Thinking Out Of The Box Series		B: Engage and Leverage Partners - B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.

3. Develop CIS/Business Program Faculty Learning Community		<p>D: Strengthen Accountability, Innovation and Collaboration - D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p>
4. Community Service Projects	Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.	
5. Develop Global Business Ethics Case Study Program (across all courses)	Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.	
6.	Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.	
7.	Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.	
8.	Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member	

Appendix C

Program Review Validation Form and Signature Page

College: Alameda

Discipline, Department or Program: Computer Information Systems

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<p><input type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p><input type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p><input type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input type="checkbox"/></p> <p>4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.</p>	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
<input data-bbox="103 548 147 596" type="checkbox"/> 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
<input data-bbox="99 688 142 737" type="checkbox"/> 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
<input data-bbox="99 842 142 890" type="checkbox"/> 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team

Print Name

Signature

Date

Validation Team

Print Name

Signature

Date

Received by Vice President of Instruction

Print Name

Signature

Date

College of Alameda

MISSION

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

VISION

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

VALUES

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

- * Academic Excellence
- * Budgetary Competence
- * Community Engagement

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

Institutional Learning Outcomes

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

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

<p>Strategic Goals</p>	
<p>A: Advance Student Access, Equity, and Success</p>	<p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students’ participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
<p>B: Engage and Leverage Partners</p>	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
<p>C: Build Programs of Distinction</p>	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>

D: Strengthen Accountability, Innovation and Collaboration	D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues. D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.
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